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ABSTRACT

This 12-hour module of instruction is designed to help undergraduates in social studies methods courses integrate economics education into the elementary school social studies curriculum. The major purposes of the module are to (1) demonstrate how economics concepts can be integrated into social studies instruction, (2) reinforce or extend teacher education students' understanding of selected basic economic concepts, (3) develop an awareness of exemplary economic education instructional materials and sources of obtaining such materials, (4) demonstrate how social studies and economics instruction can be correlated with other subjects of the elementary school curriculum, (5) provide instruction in selected methodology appropriate for elementary school social studies and economic education instruction, and (6) assist users in conceptualization and development of selected materials for teaching economic concepts. Activities have been divided into six instructional blocks: "Scarcity and the Market System," "Decision-Making," "Factors of Production and Their Efficient Utilization," "Capital Goods and Productivity," "Money and Government," and "Classroom Economics Instruction and Sources of Assistance." Activities include problem solving, case studies, simulations, and participation at learning centers. Five of the six blocks are divided into two sections, each requiring 50 to 60 minutes for completion. Handouts are actual lesson plans that methods students can use in their instruction of elementary school students. (LH)

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ECONOMIC EDUCATION IN THE SOCIAL STUDIES METHODS COURSE

A 12-Hour Instructional Module
for Elementary Methods Professors

SO 016 295

Published by
Center for Economic Education
University of Tennessee at Chattanooga

ECONOMIC EDUCATION
IN THE
SOCIAL STUDIES METHODS COURSE

AN INSTRUCTIONAL MODULE
FOR
ELEMENTARY METHODS INSTRUCTORS

by

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CENTER FOR ECONOMIC EDUCATION

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PREPARATORY INFORMATION FOR THE ELEMENTARY SCHOOL SOCIAL STUDIES METHODS INSTRUCTOR

INTRODUCTION

At an increasingly rapid rate, state boards of education have mandated the teaching of economics in the nation's public schools. By the fall of 1981 a majority of states required successful completion of an economics or economics-related course(s) for high school graduation. Many of the states not presently mandating the teaching of economics are considering such action. While most of the mandates are aimed at the secondary school, elementary and middle school teachers are also directly impacted because secondary school mandates almost always result in pressure for preparatory activities and learning experiences in the earlier grades.

Because of this pressure, classroom teachers, often with little or no formal training in economics or economic education, find themselves assigned to teach courses or conduct activities for which they feel inadequately prepared. Materials for teaching economics are relatively abundant but frequently unknown to teachers now facing new instructional expectations. In an effort to meet the perceived needs of the educational community, many programs have been initiated throughout the nation to deliver meaningful economic education to the classroom teacher.

It is quite natural and appropriate that priority in teacher education be first accorded to practicing teachers, but this should not result in the neglect of undergraduate teacher education students who will soon be instructing the country's youth. Sending new teachers to the classroom no better prepared than their more experienced "elders" is certainly not a desirable situation. This only aggravates the present problem of a scarcity of teachers who feel confident in their ability to provide sound economic education instruction.

While opportunities for studying economic education at the graduate school level or through the in-service education programs of school systems are prevalent, the undergraduate teacher education major is quite unlikely to come into direct contact with economic education. An elementary education student who has taken even one college course in economics is indeed a rarity. Given the need for a broad background in both content and methodology in a variety of subject areas to be an effective elementary school teacher, teacher education programs are not apt to adopt a "specialized" course in economic education. An attractive alternative is the social studies methods course found in most, if not all,

elementary teacher education programs. Since social studies education methodology is most effectively demonstrated and taught in the context of content from the social sciences and significant societal problems, economic education can be integrated into the social studies methods course with a minimum of difficulty. Hopefully, this publication demonstrates how this can be achieved and interests elementary school social studies methods instructors to initiate the task.

Purposes of the Materials

The major purposes of this module of social studies methods/economic education instruction are to:

1) demonstrate how economic concepts can be integrated into elementary school social studies instruction.
2) reinforce and/or extend teacher education students' understanding of selected basic economic concepts.
3) develop an awareness of exemplary economic education instructional materials and sources for obtaining such materials.
4) demonstrate how social studies/economics instruction can be correlated with other subjects of the elementary school curriculum.
5) provide instruction in selected methodology appropriate for elementary school social studies/economic education instruction.
6) assist users in the conceptualization and development of selected materials for teaching economic concepts to elementary school students.

A General Description

The materials of this publication provide a twelve (12) hour sequence of activities (module of instruction) for use in the undergraduate elementary school social studies methods course. These activities have been divided into six "instructional blocks." Five out of six instructional blocks are sub-divided into two sections, Part A and Part B, each requiring approximately 50-60 minutes of classroom time. Thus the materials can easily be used in college methods courses which meet in either one or two hour blocks of time.

The six instructional blocks contain materials for the methods instructor and handouts for the students. The initials SH (student handout) are placed in the upper right-hand corner of the lessons. It should be pointed out that many of the handouts are actual lesson plans which students can use in their instruction of elementary school children. The heavy utilization of appropriate lesson plans and

other teaching materials which require little modification before use by prospective teachers will make this curriculum publication attractive to methods instructors teaching in programs which include a field experience component.

Each module also contains a limited number of assignments to be completed out-of-class. Thus, in addition to participating in actual methods course instruction, students are expected to complete the suggested readings and the following major tasks: (1) the planning and construction of an economics learning center and (2) the development of a lesson plan for teaching an economic concept to elementary students at a grade level of the methods student's individual choice. Of course the out-of-class work actually assigned is the prerogative of the methods instructor.

Since the social studies methods course at most teacher education institutions is designed to prepare students to teach in any of the grades of an elementary school, these materials include lessons appropriate for both primary grade and upper elementary school instruction. Methods instructors teaching a course specially structured for only early childhood (primary) education majors may wish to make some modifications of the provided activities.

The Selection of Economic Content and Instructional Methodology

Difficult choices were confronted concerning the economic concepts to be studied and the teaching strategies and techniques to be demonstrated. The economic concept of "opportunity cost," that is, what next best alternative is foregone or given up when a choice is made, was ever present. Nevertheless, choices were made (and opportunity costs were "paid") on the basis of the following considerations.

An understanding of economics, or any other social science discipline, requires some knowledge of a myriad of basic concepts. Concepts contained in the instructional module were selected using the following criteria.

1) The ability of elementary school students to understand and apply the concepts (Underlying this criteria is the author's firm belief that prospective teachers should be able to use materials provided in methods courses with their future students.)

2) The prevalence of the concepts in elementary school social studies textbook series (Research indicates that the social studies textbook is the one resource most often used by social studies teachers!)

3) The need at the elementary school level for instruction in basic concepts which can serve as the "building blocks" for later, more complex, economic learning and analysis.

An examination of the textual materials to be used in conjunction with this module will point out that the concepts selected for use by the author have also been identified by other professional economic educators as appropriate content for elementary school instruction.

The overriding concern in the selection of methodology to be demonstrated was that the chosen methodology match or complement what instructors commonly include in their courses. Hence, there would be no need to "add" something new to the course.

Suggested Time for Implementation

It is recommended that this module of instruction not be initiated at the very beginning of the methods course. The most appropriate time to begin the sequence of instruction is after the following topics have been introduced in the course.

1) The goals and objectives of elementary school social studies

2) The role of the social sciences in social studies instruction

3) The organization of elementary school social studies instruction around key concepts and generalizations of the social sciences

Methods instructors unfamiliar with economics and economic education should, of course, read and study the materials of this module and the accompanying textual materials before undertaking the activities suggested in the module.

Needed Materials

Textual. One major purpose of this instruction in economic education is to introduce teacher education students to selected exemplary materials. Listed below are the textual materials utilized in the module's instructional sequence.

1) The Book Company. Washington State Council on Economic Education, 1904 Third Avenue, #1014, Seattle, Washington, 98101. Price = Single copy is complimentary, multiple copies can be duplicated by anyone, as material is in the public domain.

2) Master Curriculum Guide in Economics for the Nation's Schools. Part I. A Framework for Teaching Economics: Basic Concepts. Joint Council on Economic Education, 2 Park Avenue, New York, New York 10016. Price = $3.50 ($2.80 in quantities of 10 or more)

3) Master Curriculum Guide in Economics for the Nation's Schools. Part II. Strategies for Teaching Economics: Primary Level (Grades 1-3) and Intermediate Level, Grades 4-6). (Students select the copy more appropriate to their grade level teaching interest.) Joint Council on Economic Education, 2 Park Avenue, New York, New York 10016. Price = $6.00 ($4.80 in quantities of 10 or more)

4) Introducing Economics. Bank and Public Information Center, Federal Reserve Bank of Boston, Boston, Massachusetts, 02106. Price = Complimentary copies available.

It is recommended that every student have a copy of each of these four textual materials. This can be achieved by (a) having students buy the materials from the college bookstore, as they would their social studies methods textbook, or (b) arranging to have the materials supplied by your state's Council on Economic Education. Since most state councils have pre-service teacher education as one of their objectives, it is highly likely that your state's Council will provide the needed copies of each book. (See Instructional Block 6, Part B, for information on how to identify the appropriate person in your state's Council on Economic Education.)

If it is not possible for every student to have an individual copy of each of the above materials, the next best alternatives are to either (a) have multiple copies available in your school's curriculum library for student check-out and use or (b) set up a special course/class "library" under the direct supervision of the methods instructor.

Audiovisual. Instructional Block 2 of this module makes use of specific audiovisual materials. Information on how to obtain the materials is provided in that instructional block.

INSTRUCTIONAL BLOCK 1

"Scarcity and the Market System"

In this segment of instruction students will:

1. participate in a simulation, after which they will analyze the ramifications of the distribution of unequal resources among countries.
2. recognize that scarcity is the basic economic problem faced by all societies.
3. understand that in the economic system of the United States the problem of scarcity is addressed largely through a market system which functions on the basis of the laws of supply and demand.
4. determine the quantity of a good they would demand and supply at various prices at a given time.
5. use supply and demand schedule data to construct a graph illustrating the market clearing price of a good.
6. define the economic laws of supply and demand.

PART A

"Unequal Resources - A Simulation"

PURPOSE: To introduce the basic economic problem faced by all societies - scarcity - and examine how this problem is addressed in the economic system of the United States

To vividly illustrate that the teaching/learning of economics need not be associated with the often-heard descriptor, "the dismal science," by demonstrating that the social science discipline of economics can be a stimulating and challenging topic of study

MATERIALS: Instructions for the simulation, "Unequal Resources" (contained in the student handout materials of this instructional block)

Task sheets, four copies (one copy per group participating in the simulation), four large manila envelopes, three pairs of scissors, twenty paper clips, one ruler, one bottle of glue, two felt pens, two pencils, colored paper (two sheets of red, five sheets of white, three sheets of blue, five sheets of gold, three sheets of green, one sheet of purple), one copy of the discussion questions for each group participating in the simulation

PROCEDURES:

1. Prior to the class session, study instructions given for the simulation and assemble all materials needed for its conduct:
2. Explain to your methods class that during the next twelve hours of instruction they will be:
   a. learning selected concepts from the social science discipline of economics.
   b. discovering exciting ways by which economic content can be integrated into the elementary school social studies curriculum.
   c. participating in and using teaching strategies which can easily be transferred to other social science disciplines and other subject areas of the elementary school curriculum.
   d. studying and using practical economic education materials which can be utilized in their own classroom teaching.
   e. observing how economic instruction and, hence, social studies instruction can effectively reinforce skills learned in the language arts component of the elementary school curriculum.
3. Tell students that the study will begin with the use of a simulation. Conduct the simulation as described in the lesson plan. Debrief the simulation using the four suggested questions. (The instructor may wish to add additional debriefing questions.)
4. Following the debriefing period, explain to students that the basic economic problem confronting individuals, groups of individuals and entire societies is that resources are limited relative to wants. This basic condition of <u>scarcity</u> requires the making of choices about how to most effectively utilize limited resources in satisfying wants. Ask, "How was the basic economic problem of scarcity illustrated in this simulation?"

5. Based on their participation in the simulation, ask students to:

   a. define the term simulation. (Note: The instructor may wish to differentiate between the terms simulation, game and simulation game at this time.)

   b. identify some advantages/disadvantages of using simulations in the classroom.

6. Distribute a copy of "Unequal Resources" to each member of the class.

   Explain to the class that the simulation has been successfully used with third grade through adult education groups but that some modifications would need to be made before using the activity with very young children, e.g., debriefing questions would need to be reworded to make them more consonant with the listening vocabulary of elementary school students.

UNEQUAL RESOURCES[1]

CONCEPTS: Scarcity, interdependence, conflict, trade

OBJECTIVE: Following the playing of the simulation, "Unequal Resources," students will analyze the ramifications of the distribution of unequal resources by answering questions in the debriefing period.

MATERIALS:
1. Task sheet - one for each of the four groups
2. Four large manila envelopes
3. Three pairs of scissors
4. Twenty paper clips
5. One ruler
6. One bottle of glue
7. Two felt pens
8. Two pencils
9. Colored paper (8½" X 11") - two sheets of red, five sheets of white, three sheets of blue, five sheets of gold, three sheets of green, one sheet of purple
10. Discussion questions - one copy for each of the four groups

In advance, assemble the materials as follows:

Tape or glue a copy of the task sheet on the outside of each envelope and then enclose these materials in the four envelopes.

Envelope #1 - Two scissors, one ruler, twenty paper clips, two pencils, two 4" squares of red paper and two 4" squares of white paper

Envelope #2 - One scissors, one bottle of glue, and sheets of paper - two of each of the following colors: blue, white, gold

Envelope #3 - Two felt pens and sheets of paper - two of each of the following colors: green, white, gold

Envelope #4 - Sheets of paper - one of each of the following colors: green, gold, blue, red, purple

PROCEDURES:
1. Tell students that they are going to be participating in an activity in which they will be asked to perform tasks to meet the needs and wants of a country.
2. Divide the class into four groups. (If groups are larger than five students each, the teacher may want to have two "worlds" of four countries each.)
3. Assign each group a table or area of the room and ask each group to make up a name for its country. (If two "worlds" are playing, place them in opposite parts of the room.) As groups report the names of their countries, place the names on the chalkboard. (If two "worlds" are playing, place the names of the countries of each "world" on separate panels of the chalkboard.)

[1]This simulation was developed by Dr. Margit McGuire of Seattle Pacific University.

4. Distribute the envelopes but tell the students not to open the envelopes until the teacher has given permission. Instruct students to read the task sheet. (The teacher may wish to have instructions read orally.) Answer any questions students may have about the groups' tasks.

5. Explain to the groups that resources vary from country to country and they may bargain between/among countries to obtain the needed resources to complete their tasks. All countries must complete the same tasks. (If two "worlds" of four countries each are playing the game, tell students that they may only trade with the other countries of their "world.")

6. Ask students to notify the teacher when their group has completed all the tasks listed. Explain that you will keep a record on the chalkboard of the order in which the countries complete their tasks.

7. Give the signal to begin and observe the students as they interact. It is suggested that the teacher take written notes during the simulation, noting actions that demonstrate the ramifications of the distribution of unequal resources. The data collected can be used as a basis for analysis in the debriefing.

8. Once a group completes its tasks, check the group's work and draw attention to the fact that that country has completed all its tasks. While the teacher does not want to stress competition, competition will be keen among the participants. If there are two sets of groups or "worlds" and one country in one of the "worlds" completes all its tasks, ask question, "Which 'world' will finish first?" The response among participants may be that the countries of the "world(s)" will begin to cooperate. Keep a record of the order of finish of the countries on the chalkboard.

9. Once all countries have completed their tasks, draw attention to the variation in products produced by each country.

10. Distribute a copy of the four discussion questions to each group and ask groups to discuss the questions together and be prepared to share their responses with the class. (The teacher may wish to distribute copies of the discussion questions as groups complete their tasks. Students can then quickly discuss the questions while other countries are completing their tasks.)

11. Begin debriefing by using the four general questions provided on the discussion sheet. Then, depending on the ability of the group, select some of the more specific questions listed below for class discussion.

    a. What resources did the countries have? (Let groups report what they were given in the envelopes.)
    b. Which country was rich in "technology?" Which country was rich in "natural resources?"
    c. Can you give examples of innovative or unusual ways in which countries completed their tasks?
    d. Why do you think there was a wide variation in the way the tasks were completed?

e. How did countries get the materials necessary to complete their tasks?" (Generally, trading, loaning, giving (foreign aid) and pirating will be exhibited in the simulation.)
f. What countries of the real world are most like Country A? Country B? Country C? Country D? (Insert the names groups have given to their countries.)
g. What is meant when it is said that countries of the world are "interdependent?" (Help students define the term "interdependence.")

12. To bring closure to the lesson, ask students to summarize either orally or in writing what they learned from this simulation.

UNEQUAL RESOURCES TASK SHEET

YOUR GROUP IS IN THE POSITION OF TRYING TO PROVIDE CERTAIN NEEDS AND WANTS FOR YOUR COUNTRY, THESE NEEDS AND WANTS ARE MET BY COMPLETING THE TASKS LISTED BELOW.

1. FOOD - MAKE FOUR STRIPS OF GOLD PAPER EACH THREE INCHES BY ONE INCH.

2. CLOTHING - MAKE A GREEN "T" FOUR INCHES HIGH.

3. INDUSTRY - MAKE A FOUR-LINK PAPER CHAIN, EACH LINK OF A DIFFERENT COLOR.

4. SHELTER - MAKE A WHITE SQUARE TWO INCHES TO A SIDE AND ATTACH A GOLD TRIANGLE TO ONE SIDE OF THE SQUARE. FOR EXAMPLE:

5. EDUCATION - MAKE A FOUR-PAGE BOOK OUT OF TWO DIFFERENT COLORS. THE BOOK MUST HAVE PRINTING OR PICTURES ON EACH PAGE AND THE PAGES MUST BE FASTENED TOGETHER IN SOME MANNER.

DISCUSSION QUESTIONS

1. COULD YOU HAVE COMPLETED YOUR TASKS WITHOUT GETTING RESOURCES FROM ANOTHER COUNTRY? WHY OR WHY NOT?

2. HOW DID YOUR COUNTRY SOLVE THE PROBLEM OF NOT HAVING ALL THE RESOURCES THEY NEEDED?

3. WERE THERE ANY CONFLICTS BETWEEN COUNTRIES? WHY OR WHY NOT?

4. HOW DID YOU FEEL WHEN YOU REALIZED THAT RESOURCES WERE UNEQUALLY DISTRIBUTED?

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PART B

"The Market System"

PURPOSE: To introduce students to the processes by which different economies decide how scarce resources will be allocated, with an emphasis on the United States economy where markets operating in response to supply and demand forces determine prices which in turn are used to allocate resources and finished goods and services

MATERIALS: Several new, unsharpened pencils

Graph transparency

Worksheet, "Demand and Supply Schedules"

Copies of "Introducing Economics"

Copies of A Framework on Teaching Economics: Basic Concepts

Individual copies of student handout, "Examples of Economic Understandings"

PROCEDURES: 1. Explain that in the previous lesson students learned that the problem of scarcity confronts all individuals and societies. Since resources are limited, or scarce, relative to individuals' and societies' wants, every economic system must determine a method for allocating those scarce resources. In general, there are four major types of economic systems. Write the concept labels for the following four types of systems on the chalkboard and orally state the definition for each type of system.

tradition economy - People repeat the decisions made at an earlier time or by an earlier generation.

command economy - Decisions are made by an authority such as a dictator or government agency and are then passed down to the people who must accept them.

market economy - People participate in the making of decisions by registering their desires in the market. The market then "totals" these individual desires and creates out of them aggregate forces called demand and supply which in turn determine prices. Prices are signals which (1) tell producers what consumers want and (2) allocate resources and finished goods and services.

mixed economy - More than one of the above three types of decision-making methods are used in a mixed economy, though one type usually dominates.

NOTE: The instructor may wish to give one or more examples from the "real world" of each type of system or have students attempt to identify such examples.

2. Ask students to identify which of the four types of economic systems best describes the United States. If students are unsure, explain that the U.S. economy is a mixed economy, heavily dominated by the market system. Tell students that in the remaining part of this lesson they will come to some understanding of how a market system functions.

3. Distribute a copy of the handout, "Demand and Supply Schedules," to each student. Show a new, unsharpened pencil to the class and ask, "How many of these pencils would you be willing and able to buy at a price of 40¢ each?" Explain that in addition to wanting to buy pencils, students must also have the money (or be able to obtain the money) to buy what they say they are willing to buy. Direct students to the side of the worksheet titled, "My Demand Schedule," and instruct them to write the number of pencils they would be willing to buy at 40¢ per pencil in the blank directly across from the figure 40¢. Point out that if a person would be willing to buy 5 pencils at 40¢ each, he or she should be willing to buy at least that many at the next lower price. (For example, if you buy 4 at 40¢ each, the total bill is $1.60. Four at the next lower price, 35¢, results in a total bill of $1.40, a savings over the higher price.) Explain that each time a new price is named, it is like "starting over," that is, if someone says he or she will buy 5 pencils at 40¢ each and 7 pencils at 35¢ each, that person is not making a commitment to buy a total of 12 pencils, but is committing to buy either 5 pencils at 40¢ each or 7 pencils at 35¢ each. Continue reading the prices at which pencils will be offered and have students write in the number they are willing to buy at each price.

   Select eight students to be "adders." Ask students, including the adders, to keep their worksheet on the top of their desks so that as adders come around the room they can quickly see the data. Assign one adder the task of determining the total number of pencils which would be purchased at 40¢; another adder the total number at 35¢ and so forth.

4. Copy the demand side of the student handout on the chalkboard. Once each adder has come up with his or her total, transfer that data to the "aggregate" (totals of individuals) demand schedule. Then direct attention to the projected graph transparency. Write the label "Price" along the left, vertical axis and the label, "Quantity of Pencils Demanded," along the bottom, horizontal axis. Help students determine how to record the various prices on the vertical axis. (You may have to point out that equal amounts of space along the axis must represent equal amounts of money.) Record the prices at which pencils were offered for sale on the transparency. Then, using the aggregate demand schedule on the chalkboard, have students determine (a) the largest number that must be represented on the horizontal, "Quantity of Pencils Demanded," axis and (b) an appropriate "scale" (e.g., 1 box = 10 pencils). Using the selected scale, record quantities demanded on the bottom, horizontal axis. Proceed by plotting on the graph the quantity of pencils demanded at each of the eight prices. Connect the

eight dots and label the resulting line, "Demand." Explain that such a line is called a "demand curve." Define demand as "a schedule of the quantities of a good or service that a person (individual demand) or group (market/aggregative demand) is willing and able to buy at each alternative price during a specified period of time." (NOTE: The instructor may attempt to elicit this definition from students.)

Lead students to use the data from the graph to express the Law of Demand - "As the price of a good or service increases, the quantity demanded decreases."

5. Return students' attention to the worksheet, "Demand and Supply Schedules." Now tell students that they are going to determine the number of pencils they would be willing to supply to consumers at various prices. Begin with the lowest price on "My Supply Schedule" section of the worksheet and have students write in the number of pencils they would be willing to produce and supply at each given price. Point out that it is only logical that if someone were willing to supply a given number of pencils at 5¢, they would supply at least that number at the next higher price. (You may wish to have students consider some prices at which pencils have been recently purchased.) Total aggregate supply figures in the same manner as was followed with the demand data. On another section of the chalkboard, develop a class aggregate supply schedule. Use this data to plot the number of pencils supplied at each of the eight prices. Connect the eight dots and label the resulting upward sloping line, "Supply," explaining that the line is called a "supply curve."

   Define supply as "a schedule of the quantities of a good or service that sellers are willing and able to provide at each alternative price during a specified period of time." Use date from the graph to elicit the Law of Supply - "As the price of a good or service increases, the quantity supplied increases."

   Point out that the title of the bottom, horizontal axis must now be changed since the graph illustrates both quantity demanded and quantity supplied. Change the bottom title to "Quantity of Pencils."

6. From the point at which the supply and demand curves intersect, draw a vertical, dotted line down to the horizontal axis and a horizontal, dotted line over to the vertical axis. At the point where the two curves intersect write the label, "Market Clearing Price." Explain that the market clearing price is the price at which the quantity of pencils demanded is equal to the quantity of pencils supplied. The horizontal dotted line denotes the market clearing price and the vertical dotted line illustrates the quantity of pencils which would be supplied and demanded at that price. It is the price at which "our classroom" market for pencils is "cleared," that is, the price at which there will be neither a shortage or surplus of pencils.

   Now elicit a title for the completed graph (e.g., "Market Clearing Price for Pencils").

7. Ask students, "What would happen if pencils were sold in our classroom at a price higher than the market clearing price we just determined?" (People would be willing to sell more pencils than people would be willing to buy, resulting in a surplus.) "What would happen if pencils were sold at a price lower than the market clearing price?" (People would be willing to sell less pencils than people would be willing to buy, resulting in a shortage of pencils.)

8. Explain that in a market economy price serves as an allocating mechanism for scarce resources. Those who are willing and able to pay the determined price for a good or service (or a resource) will be able to obtain it; those who are not willing or able to pay the determined price will not obtain the good, service or resource.

9. Encourage students to give everyday examples of the laws of demand and supply in operation.

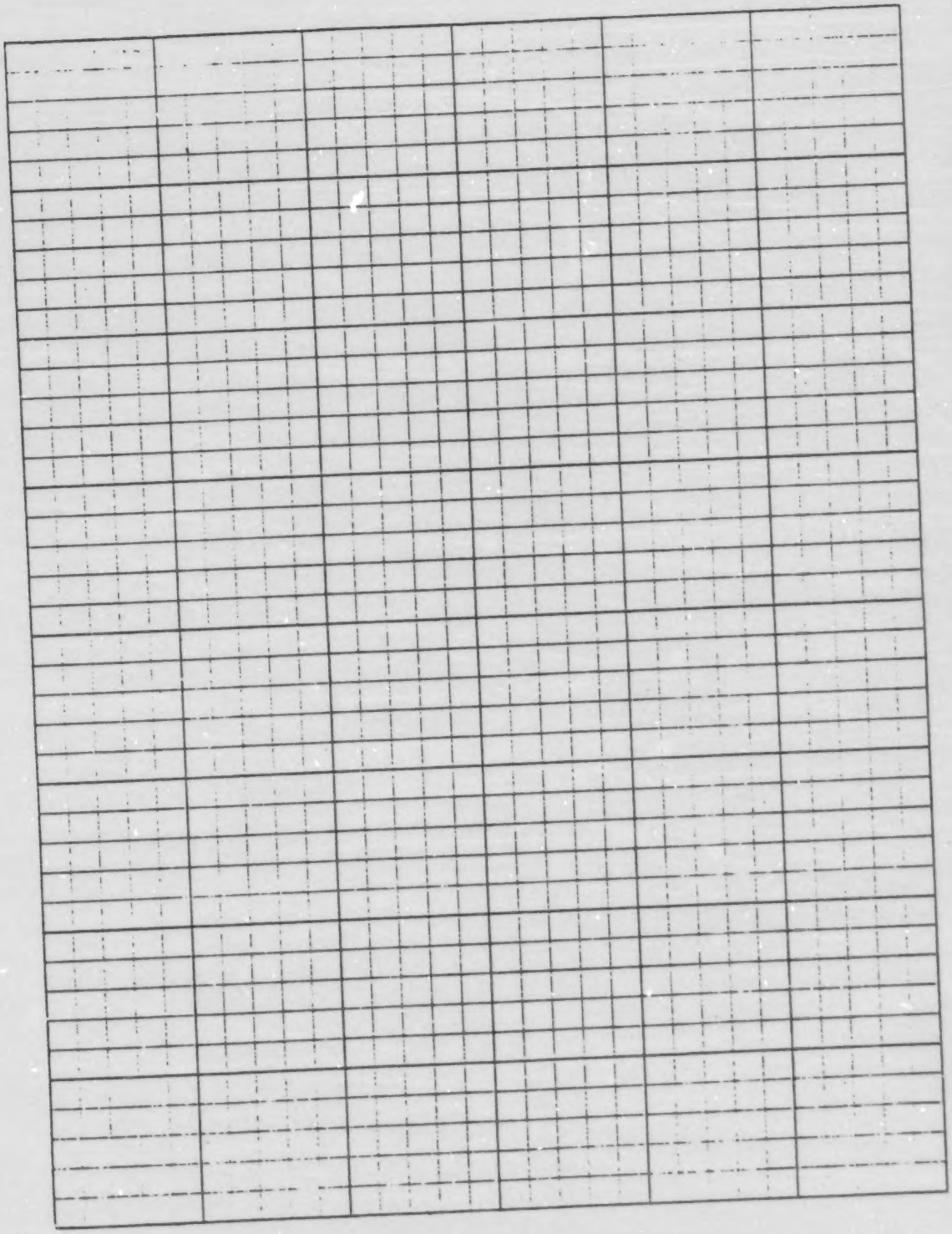
10. Distribute copies of the books Introducing Economics (Federal Reserve Bank of Boston, 1980) and A Framework for Teaching Economics: Basic Concepts (Joint Council on Economic Education, 1977) and make the assignments given for this instructional block. The assignment handout can be duplicated for distribution or the assignments can be written on the chalkboard or given orally. There are, or course, advantages to students receiving a written copy detailing the work to be done.

DEMAND AND SUPPLY SCHEDULES

MY DEMAND SCHEDULE		MY SUPPLY SCHEDULE	
PRICE	NUMBER I WOULD BUY	PRICE	NUMBER I WOULD SUPPLY
40¢	_____	40¢	_____
35¢	_____	35¢	_____
30¢	_____	30¢	_____
25¢	_____	25¢	_____
20¢	_____	20¢	_____
15¢	_____	15¢	_____
10¢	_____	10¢	_____
5¢	_____	5¢	_____

STUDENT HANDOUT

SH 19



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ASSIGNMENTS FOR INSTRUCTIONAL BLOCK 1

1. Read pages 1-19 of A Framework for Teaching Economics: Basic Concepts (up to the section of "macroeconomics").

2. Study the section of the social studies methods textbook dealing with the use of graphs and charts in the classroom.

3. Read pages 7-13 of Introducing Economics and complete the worksheet, "Examples of Economic Understandings," provided on the next page.

EXAMPLES OF ECONOMIC UNDERSTANDINGS

Directions: Nine economic understandings associated with the problem of scarcity are presented on pages 9-13 of the booklet, Introducing Economics. Three examples are given to demonstrate each understanding. Choose any six of the nine presented understandings and develop an additional example for each.

UNDERSTANDING:

EXAMPLE:

UNDERSTANDING:

EXAMPLE:

UNDERSTANDING:

EXAMPLE:

UNDERSTANDING:

EXAMPLE:

UNDERSTANDING:

EXAMPLE:

UNDERSTANDING:

EXAMPLE:

INSTRUCTIONAL BLOCK 2

"Decision-Making"

In this segment of instruction students will:

1. identify and use a five-step process for effective decision-making.
2. participate in and recall a three-phase strategy for effectively using television programs, films and other audiovisual curriculum materials.
3. use selected criteria to evaluate learning centers designed for individual and/or small group instruction.
4. develop and construct a learning center to teach one basic economic concept, an economic generalization or a small number of related economic concepts.

PART A

"The Decision-Making Process"[1]

PURPOSE: To introduce a model for effective decision-making through the economic television series, Trade-offs

To demonstrate a three-phase strategy for effectively using television programs, films and other audiovisual curriculum materials

MATERIALS: Program 2, "Malcolm Decides," of the Trade-offs television series (available in 16 mm and/or video tape format from your state Council on Economic Education or local collegiate Center for Economic Education--see information in Instructional Block 6, Part B)

Worksheet, "Decision-Making Grid" (one per group)

Individual handouts of Trade-offs overview

PROCEDURES:

1. Begin by explaining that in this session students will be using a program from the popular Trade-offs classroom television series to learn a process for decision making. In addition, the instructor will be demonstrating a three-phase strategy for effectively using a television program, film, or other audiovisual curriculum material. Tell students that at the end of the lesson they will try to identify the three phases of the strategy.

2. PREVIEWING ACTIVITY:

   Ask the class, "If you won a contest for which the prize was an all expenses paid vacation for two weeks anywhere in the continental United States, where would you choose?"

   After students write their choice at the top of a sheet of paper, ask them to try to identify three reasons they made that specific choice. In a short discussion of their choices and reasoning, emphasize how they most likely did not just select any vacation site, but selected a place which had characteristics or activities which they considered to be important. If students have a hard time verbalizing or writing the reasons for their choice, explain that in this lesson they will learn a process for making decisions based on reasoning.

3. VIEWING ACTIVITY:

   a. Prior to showing the filmed or taped lesson, pose a few questions to guide students' viewing. Some sample questions are:

      1) What problems does Malcolm have in the film?
      2) How does Malcolm go about solving those problems?

   b. Show Program 2, "Malcolm Decides (Personal Decision-Making)," of the Trade-offs series.

[1]This lesson is based largely on material contained in the Workshop Leader's Guide to Trade-offs by Elmer Williams and June Gilliard (Joint Council on Economic Education, 1978).

4. POST-VIEWING ACTIVITIES:

a. After the viewing of the program, discuss the following questions based on its first part.

1) Why did Malcolm have a difficult time spending his $15.00?
2) What alternatives were available to Malcolm? (As participants state the alternatives of bow and arrow, soccer ball, hockey set, airplane, and radio, write them down on the board in a vertical list. Thus, the decision-making grid will begin to evolve naturally.)
3) Why do you think Malcolm initially rushed from toy to toy, grabbing items off the shelves with very little thought as to what he really desired? Have you ever been guilty of this? What are the dangers of not thinking through your decisions?
4) Malcolm wanted all the alternatives but only had $15.00. How did he decide which one to buy? (He established a list of criteria.) The teacher may wish to discuss the meaning of the term "criteria" at this point. What criteria did he use in making his decision? (As participants state the criteria of Lasting, Adult OK, No Additional Costs, Full Time Use, write them on the board horizontally, completing the decision-making grid.)

b. Review with students the steps Malcolm followed in making his decision. As participants describe the procedure, list the steps on the board.

1) Define the problem
2) List alternatives
3) Establish criteria
4) Evaluate the alternatives in terms of criteria
5) Make a decision

(In reviewing the five steps of the decision-making model in the context of the example, it is important that this does not simply become a mechanical process resulting in mere recitation of five labels. Students should be encouraged to demonstrate they can apply each of the steps in a situation meaningful to them. This could be done with one of the decisions made during the pre-viewing activity.

Students are likely to have difficulty with step 3 which calls for identifying specific criteria and step 4, analyzing each alternative in terms of the criteria. A mechanism that may prove helpful in this regard is the decision-making grid illustrated on the next page.

ALTERNATIVE	CRITERIA				
	LESS THAN $15	LASTING	ADULT O.K.	NO ADDI-TIONAL COST	FULLTIME USE
Hockey Game	+	+	+	-	+
Airplane	+	-	+	+	+
Bow and Arrow	+	+	-	+	-
Soccer Ball	+	+	+	+	-
Radio	+	+	+	+	+

C. Discuss the open-ended situation presented in the last part of the program using the following questions and activities.

1) What decisions did Malcolm face in the last part of the program?
(How to spend his $25.00 paycheck.)
2) What choices did he have in spending his salary?
($15 or $10 tire for his bicycle; $10 or $5 purse as a birthday gift for his mother, and a deposit into his savings account in the amount of $5, $10, or none at all. List these alternatives vertically on the board.)
3) What things did he have to consider in making his decision?
(Quality of the gift for Mom, quality of the bicycle tire for himself, and the amount, if any, to save for his record player. List these criteria horizontally on the board. This creates the decision-making grid.)

ALTERNATIVES	CRITERIA		
	Please Mom	Fix Bike to Continue Earning Money	Save for the Future
$10 Purse $15 Tire 0 Savings			
$ 5 Purse $15 Tire $ 5 Savings			
$10 Purse $10 Tire $ 5 Savings			
$ 5 Purse $10 Tire $10 Savings			

d. Divide the students into groups of four. Distribute a copy of the worksheet, "Decision-Making Grid," to each group and ask the students to work together to fill in the grid using pluses and minuses to reach a decision for Malcolm. Point out that a single plus or minus may not express the strength of their choices. To reflect a preference of one choice over another, multiple pluses or minuses may be used. Each group must come to a consensus and make a commitment by putting the final decision in writing on the back of the handout. Have a member of each group explain how their decision was reached. Discuss why answers varied. What did each group value most? Were there times where a positive or negative answer caused a conflict? If so, give an example.
(The decision of each group will vary reflecting the values of the group and how they weighed each criterion. This can cause conflict within a group. If students are unable to reach a resolution, have each of them vote on which criterion is most important, second most important and least important and tally the results before they fill in the grid.)

e. Ask, "If you had been working individually would any of you have made a decision different from that of your group? Why?" "Can you think of situations where group rather than private decisions are best and vice versa?"
(Electing a public official would be an example for a group decision; spending your allowance, a private one. Collective decisions-making does not always reflect the preferences of the total group. This is an appropriate time to discuss collective decision-making vs. private or individual decision-making.)

5. Ask students to try to identify the three-phased strategy used in teaching this television program.

a. Pre-viewing activity:	Designed to motivate students and have them recall knowledge they may already know or experiences they may have had related to the content to be presented.
b. Viewing activity:	Preparing students for what they will see/hear and the actual viewing of the material.
c. Post-viewing activity(ies):	Designed to reinforce what was presented or to help students apply or transfer the material learned to other situations.

Point out that programs of the Trade-offs series conclude with an open-ended question, thus adapting themselves naturally to follow-up activities. Most audiovisual materials are not developed in such a manner and will require that the teacher create one or more follow-up or post-viewing activities. The important thing to remember is that once the television program or film is concluded, most students will need activities to help them comprehend, apply, transfer and use the content they have seen.

6. In this lesson, evaluation could be based on the product created in the group work (decision-making grids) and/or instructor observation of group interaction and student responses to questions posed. Have students assume that the television program did not end with an open-ended question. Ask, "What post-viewing and/or evaluation activities might the teacher devise?" Discuss student suggestions. If students have a difficult time "getting started," present the following activity.

   Situation Solutions

   Students choose a card. They are to complete a decision-making grid by:

   a. defining the problem
   b. listing alternatives
   c. stating criteria
   d. evaluating alternatives
   e. making a decision

   A discussion and sharing period is to follow the completion of the decision-making grids.

   Example situation cards:

   a. You are invited to two birthdays on the same day at the same time.
   b. You tell your mother you will stay home and play with your brother. However, you get a chance to play ball and your friends need you to make a complete team.
   c. You borrowed your friend's favorite record and broke it. You don't have any money to replace it.
   d. You forgot to do your homework for tomorrow and it is past your bedtime. Your parents will not let you stay up past your bedtime.
   e. You never seem to be able to get up in the morning and you've often been late getting to school.

7. Tell the class that problem situations which lend themselves to students' use of the decision-making process presented in this lesson often arise in elementary school classrooms. Use student responses to make a short listing of some such classroom problems, e.g.

   a. What game(s) to play at recess?
   b. How to distribute art supplies or books when there are not enough for each student to have his/her own?
   c. What to plan (activities, food, etc.) for a class party?
   d. What to make for a present for Father's Day, Christmas gifts for parents, etc.?
   e. How the class might earn money for a study trip or special project?

8. Distribute copies of the handout, "Trade-offs." Tell students they have just seen program 2 of the fifteen programs. Point out that the economic concept taught in each program is found in the parentheses following the program title. (NOTE: If you have a resource or curriculum materials center, place other films/tapes of the series in the center for potential student use.)

DECISION-MAKING GRID

ALTERNATIVES	CRITERIA				

SH 29

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Trade-offs

Developed jointly by the Agency for Instructional Television, the Canadian Foundation for Economic Education, the Joint Council on Economic Education, and a consortium of forty-eight state and provincial agencies.

Produced under the direction of AIT by the Educational Film Center (North Springfield, Virginia), the Ontario Educational Communications Authority, and public television station KERA, Dallas.

Chief Consultant: Phillip Saunders, Professor of Economics, Indiana University.

"Trade-offs" is designed to help students think their way through economic problems and increase their understanding of economics. Using dramatization and special visuals, each of the fifteen programs considers a fundamental economic problem relevant to the daily life of the child, emphasizes the economic principles and reasoning processes involved in dealing with the problem, and introduces similar unresolved problems to stimulate classroom discussion and follow-up activities.

The Programs

1. **Choice (Opportunity Cost)**—Gordon's big choice is how to use his time—a scarce resource on an afternoon when he is invited to both a ballgame and the amusement park.
2. **Malcolm Decides (Personal Decision-making)**—Malcolm decides how to use his gift certificate by employing a decision-making process whose steps are: defining the problem, listing alternatives, stating criteria, evaluating alternatives, and making the decision.
3. **We Decide (Social Decision-making)**—A scarcity of school bicycle racks prompts a class to think of several ways the problem might be solved and then to analyze each alternative.
4. **Give and Take (Trade-offs Among Goals)**—Freddie and Jim differ about what is more important—building a tree house or improving their go-cart track. They learn that all-or-nothing choices can be avoided, and that through trade-offs they can give up some of one thing to get some of another thing.
5. **Less and More (Increasing Productivity)**—Ricky takes over the management of the family delicatessen and increases productivity. While the new efficiency helps raise wages and hold down prices, one waitress has to change jobs and the security of the elderly cook is threatened.
6. **Working Together (Specialization)**—Maury, Eddie, and Diane realize they can save valuable time on Saturdays if they specialize and work together to wash their fathers' cars. They also discover some disadvantages of specialization.
7. **Does It Pay? (Investment in Capital Goods)**—Bobby figures that it will take seven more weeks of hard work with his pushmower to earn the remaining $100 he needs to buy the used car of his dreams. Could he get the car quicker if he bought a new power mower?
8. **Learning and Earning (Investment in Human Capital)**—To have a chance at the job of junior playground supervisor, Judy takes an eight-Saturday training course. She pays $20 for books and gives up the $80 she would make at the supermarket. Eventually the investment pays off. Andrea, who takes the same course, is not so fortunate.
9. **Why Money? (Voluntary Exchange)**—After a day-long round of trading that involves such diverse items as Aunt Matilda's antique lamp and two large pumpkins, Christina finally gets her skateboard. Christina learns that using money is much more convenient than trading, and that checks as well as currency can be used as money.
10. **To Buy or Not To Buy (Buyers and Market Demand)**—When Uncle Gus agrees to let Sharon and her friends sell his bakery's Danishes door-to-door, he suggests they begin with a market survey. They learn how price and other factors such as advertising affect market demand.
11. **To Sell or Not To Sell (Sellers and Market Supply)**—Cathy weighs the costs and benefits of making wooden trays for Mrs. Guthrie's gift shop against those of gardening for neighbors.
12. **At What Price? (Market Clearing Prices)**—Bert's dad, who owns a sporting goods store, offers a midsummer special on baseball bats because he overstocked. Jennifer and Judy discover that when sale prices are set too low, a shortage of shirts develops. Later Bert and his friends try to determine a price that will just "clear the market" without either a surplus or a shortage, when they set up a refreshment stand.
13. **How Could That Happen? (Interdependence of Market Prices)**—How could an "Arnie Oates" music craze lead to an increase in the supply of hamburgers and a shortage of football helmets? Such riddles can be unraveled through an understanding of the interdependence of prices in a market system.
14. **Innocent Bystanders (Market Intervention: Reducing Indirect Costs)**—Jerry's Friday night rock band practice throws his sister and their neighbor, Mrs. Gillespie, into an uproar. A TV game show called "Innocent Bystanders" takes up the question of who should pay for a place for the band to practice.
15. **Helping Out (Market Intervention: Increasing Indirect Benefits)**—Sarah is saved from a series of painful rabies shots because Shogun, the dog who bit her, had been vaccinated. How can the town council insure that all dogs get their rabies shots? Should town funds be used to provide the shots?

PART B

"Developing a Learning Center"

PURPOSE: To prepare students for the task of developing an economic learning center for use with elementary school children

MATERIALS: Duplicated copies of Learning Centers 1-3

Individual handouts of "Some Criteria for the Evaluation of a Learning Center"

Copies of the worksheet, "Evaluative Comments Concerning Learning Center"

Copies of Part II: Strategies for Teaching Economics (Primary Level and Intermediate Level)

PROCEDURES:

1. Hand out duplicated copies of Learning Centers 1, 2 and 3. Explain that students will have the next fifteen minutes to read the material and study the three examples. Tell students that at the end of this time period they should try to:

   a. begin to derive a definition for the term "learning center."
   b. draw some conclusions as to the characteristics of a learning center, based on the three learning centers they will be studying.

   OPTIONAL: Instructors who have used learning centers in the methods course previously may wish to use this 15 minute time period to give a formal, lecture-type introduction to learning centers and their use in the elementary classroom.

2. Divide the class into three equal groups. Distribute individual copies of the handout, "Criteria for the Evaluation of a Learning Center." Allow time for students to read the handout and assign each of the groups one of the three learning centers. Each group's task is to evaluate the learning center assigned using the given criteria. Each group should:

   a. select a secretary to record evaluative comments and present a short report to the entire class.
   b. use the given criteria to determine strengths and weaknesses of the learning center assigned. (Note: A majority of the group should agree with any evaluative comment written on the handout.)
   c. suggest changes which could be made to strengthen the learning center.

   Allow approximately 10-15 minutes for group discussion.

3. Group secretaries give short evaluative reports of the learning centers. As each student has read the material on all three centers and has copies of the material, encourage students to provide additional comments and/or questions concerning the two centers their group did not closely evaluate.

4. Return to the task posed in procedural step #1 above. Students make oral responses to the two items presented.

5. Point out to students that a major assignment of the module found in this Instructional Block is the development of a learning center. Explain that when you, the instructor, evaluate students' centers you will be using many, if not the same, criteria as those found in the handout.

6. Point out that up to this time all of the lessons demonstrated have been large group or whole class lessons. Many times this is an efficient way to introduce material to many students at the same time. However, many students will need follow-up lessons or activities to reinforce or extend content presented in whole class activities. Learning centers represent an interesting technique for providing for individual or small group instruction. The learning centers used in this lesson were designed as follow-up reinforcement to content which teachers had earlier presented in their classrooms. While learning centers to "introduce" a topic or concept can also be devised, you may wish to encourage students to develop a learning center which would be used following a whole class lesson on a topic or concept.

7. Distribute copies of Part II: Strategies for Teaching Economics (Primary Level and Intermediate Level). Students should select which copy they wish to use. Encourage students to study the booklet during the next week. Explain that although these teaching materials are based largely on large group (whole class) instruction, many of the lessons can be easily adapted to a learning center format. In addition, these books will give students ideas on many concepts or generalizations around which a learning center can be developed.

   If time remains, students can begin to read and examine these materials.

8. At the end of the class period, make the assignments given for this instructional block. To relate Part B of this block to the earlier lesson on decision-making, mention some of the decisions students will have to make as they conceptualize and construct a learning center, e.g., "What concept will I employ?" "How many activities will I develop?" "What materials will I need?" "How will I evaluate students' work?", etc.

LEARNING CENTER #1

"Decision-Making"

by

Pat Milhollen

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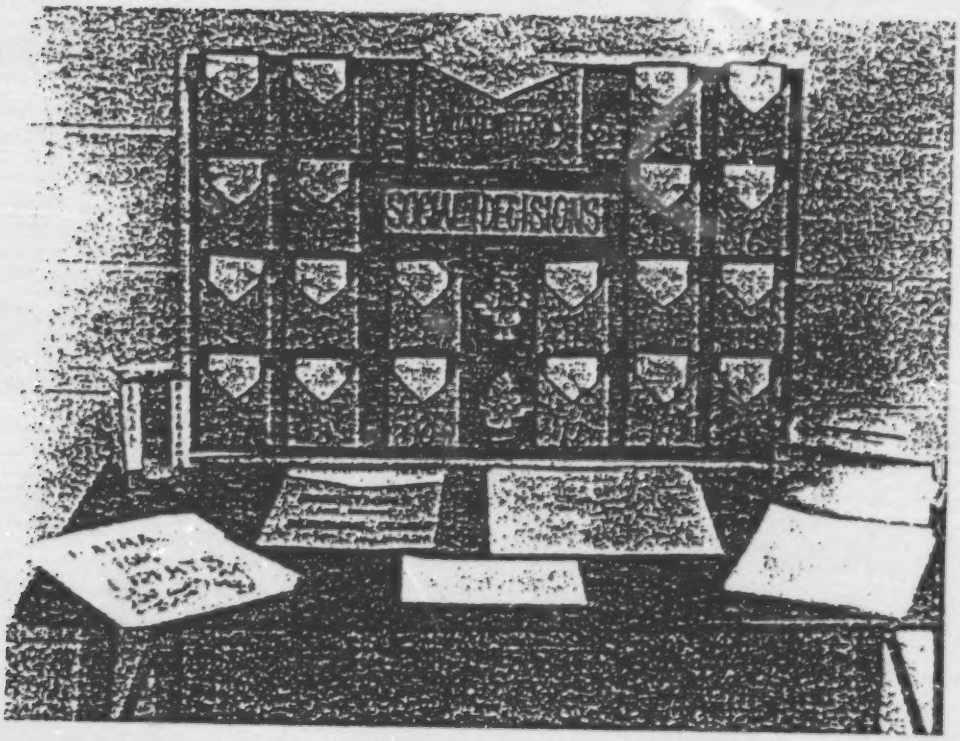
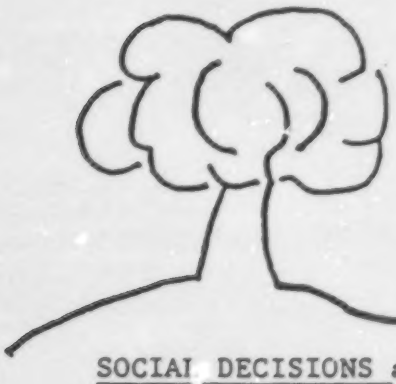


Name_____ Date_____ (complete in two weeks)



SOCIAL DECISION MAKING

GENERAL INFORMATION SHEET

SOCIAL DECISIONS are those in which more than one person is involved in arriving at a decision. Social decision making is usually more difficult than personal decision making because each individual may have different values. A good social decision takes into consideration each person's opinion and the decision made is the majority opinion of the group affected.

In this center you will:

1. Apply the five-step decision-making process to a social decision.

   a. Define the problem
   b. List alternatives
   c. State criteria
   d. Evaluate alternatives
   e. Make a decision

2. Become aware of the differences between personal and social decision making.

3. Become aware of different values held by individuals.

4. Learn that when many people are involved in making a decision they often differ in the values they attach to different criteria.

5. Improve reading, speaking, thinking ability, writing skills, ability to discuss and analyze and improve decision skills through:

   a. evaluating material.
   b. conducting an interview.
   c. giving a short talk.
   d. giving and receiving advice through written and oral assignments.
   e. analyzing television shows
   f. reading books.
   g. writing papers.
   h. developing projects.
   i. writing and performing in plays.
   j. doing opinion polls.
   k. participation in discussions.
   l. creative activities.

DIRECTIONS

In the box you will find a folder assigned to you. (Place this sheet in the folder and staple on the left hand side). This is your record sheet also. You will find a general information sheet on the right hand side of your folder. Read this sheet very carefully.

You are to choose any activity card you wish to begin. After reading and understanding directions on the activity card, put the card back in the correct place (according to number). The following standards have been set for completion of activity cards. However, you may complete as many as you like for "extra" credit. Remember, your work should be your best! Quality is as important as quantity!

If your name is written in RED. . . complete a minimum of 7 cards.

If your name is written in BLUE. . . complete a minimum of 10 cards.

If your name is written in GREEN. . . complete a minimum of 12 cards.

Cards chosen should be the ones you want to do.

Check off completed activities on the record sheet below. Put the completion date by the activity. (See your teacher whenever you have a problem - place your name in the "HELP Wanted" corner of the chalkboard and the teacher will come to you. Do not interrupt the teacher when he or she is helping another student.)

After finishing the center, arrange a conference with the teacher. Fill out the evaluation sheet for the center before the conference. At the conference, be ready to discuss the objectives for the center.

DO YOUR BEST! GOOD LUCK!

ACTIVITIES:

1._____	6._____	11._____	16._____
2._____	7._____	12._____	17._____
3._____	8._____	13._____	18._____
4._____	9._____	14._____	19._____
5._____	10._____	15._____	20._____

Center Title: SOCIAL DECISIONS
Social studies & language arts

Materials needed: Holder with 20 pockets

40 activity cards (2 of each activity)

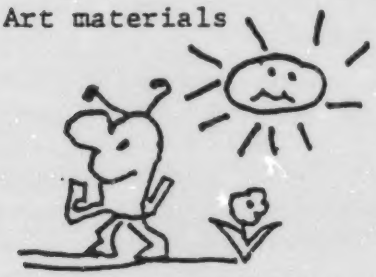
Folders (1 per child) for information and record keeping

Directions package

Question box

Newspapers, magazines, books

Art materials



Activity Cards:

1. READ! READ! Read a biography or autobiography. (You may choose a book of fiction if you like.) What decisions did the main character have to make that affected other people? Write a story about the decisions. Give your opinion as to whether the decisions were good or bad and tell why.

2. YOUR OPINION: Some people in Georgia feel that our highways are being destroyed by trucks. They also feel that truckers break the speed limit and have no consideration for other drivers. How do you feel about this? Ask your parents and other adults. Can you come to a conclusion about people's opinions? Can you list some solutions to this problem that would benefit other people? Work on this with another member of your class.

3. WORD SEARCH: Make up a "word search" using the following words: decision, alternative, evaluate, grid, consideration, criteria, list, conflict, personal, social, define, opinion. Give your word search to friends. Can they find the words? Alternative: Scramble up the words and let your friends try to unscramble them.

4. WHO? WHAT? WHEN? WHERE? HOW? Go through several old newspapers at home or school. Look for and cut out articles that tell of some decision that was reached. Underline WHO the article is about, WHAT happened, WHEN it happened, WHERE it happened, and HOW it happened (the decision). Arrange your articles in a booklet for sharing.

5. 2000 A.D. WHAT IS THE WORLD COMING TO: Nobody knows for sure, but you could use your imagination. Make up a list of social problems people COULD face in the future (things that will affect everyone). After thinking of some possible social problems of the future, make up a front page for a newspaper of the future. Let your imagination run wild!

6. CARTOONS: Get a stack of old newspapers and magazines. Look for cartoons where someone has made a personal or social decision. Cut the cartoons out and arrange on a poster or in a booklet. What were the decisions? Be creative--draw your own cartoons showing social decisions being made.

7. LIMITED RESOURCES: Find out if there are any resources in your school or community that are limited (not enough of it available for everyone who wants to use it). How might the community or school decide to allocate the resource? List alternatives. Evaluate. Share your findings with the class.

8. NEWS HEADLINES! You read the following headlines in the newspaper: "INSPECTORS FIND RATS IN MANY OF OUR FOOD FACTORIES" What social decisions will have to be made? List as many as possible. Share your list with a friend or friends. After discussion among the group, come to a majority opinion on how to deal with the problem.

9. FINISH THE STORY: Your baseball league has 6 teams but only 1 field on which to practice and play games. This field will have to be used by all 6 teams. There are games scheduled for Wednesday, Friday and Saturday evenings at 6:00. The teams meet to decide how they will use the playing field. What did they decide? Finish by writing a report or short story about their decision.

10. SENTENCE WRITING: Write 10 sentences using the following guide:
    1. Mary decided to go home because (decision affecting others) her family would worry if she was late for dinner.
    2. Jim decided to stay home because ...(decision affecting others)..
    3. The team decided to cancel the game because...

    Write the rest of the sentences using the pattern shown above.

11. I NEED ADVICE: Your newspaper probably has an advice column. Do you have any social problems? If you have a problem, write it down using materials in the social decisions box. Place the problem in the box. A period will be set aside each day to discuss these problems. (Do not sign your name.) If you don't have a problem, make up one that someone could have. Areas of social concern for you - friends, money, chores, group activities, etc. . .

12. TELEVISION REPORTING: Listen to the news on television for 4 nights (chosen from a week). Keep a list of news about people reaching decisions involving other people or countries. Share your list in discussion with class or arrange in one corner of the bulletin board designed for "Decisions".

13. Decision List: Keep a list of decisions you have to make that affect other people as well as yourself (for at least 3 days). How were the other people affected? Did you show respect for others in the decisions you made? Record your findings.

14. DEAR GABBY: Gabby has more letters than she can answer. Please help her out and write answers to these letters:

1. Dear Gabby,
   Our class is planning a party. Everyone seems to disagree about everything concerning the party. Do you have suggestions?

   Signed: Troubled

2. Dear Gabby,
   Our club has $50.00 to spend for projects to help others. Nobody seems to know how to spend it. Any suggestion?

   Signed: Confused

15. INTERVIEW: Reporters often interview interesting people. Who could you interview? Make a list. Choose one or more from the list to interview. Make a list of questions to ask in the interview concerning decisions made by that person (decisions they have made and the effects of those decisions on others).

16. SELFISH DECISIONS: Have you made a decision in the past that made other people unhappy because it was a selfish decision and did not show consideration for others? Think of ways you could have made a better decision. Write a short story about someone who made a decision that was selfish. Tell how the decision affected other people.

17. TELEVISION CRITIC: Survey 20 people and ask each about his or her favorite and least favorite television program. Get a "like" or "dislike" statement from each. Pool your results. Can you note similarities in likes and dislikes? Record their opinions for class discussion. Alternative: Choose 5 television programs you are familiar with and ask the same 20 people if they like or dislike the programs. Once again look for similarity in decisions.

18. WRITE A PLAY: Write a play involving decision-making. Example: (Class is planning a picnic. Discuss Who? What? Where? When? How?) The play's end should show a final group decision (add a little "humor" for fun). Two or three persons may do this together. All of the group gets credit on the check list.

19. SCHOOL PROBLEMS: Make a list of as many school problems that you can think of that affect everyone. (Hint: Ask the principal or teachers.) Pick one of the problems. Choose three friends to work with you. Can you think of a way to solve the problem? Present your findings and solutions to the class. Does the class agree? Is there something the class can do to really help solve the problem? Enlist the help of the Student Council if you have one.

20. BE A TELEVISION CRITIC: Keep a diary while viewing some of your favorite television programs for several days. Look and listen carefully for decisions television characters had to make. List the decisions. What were the results? Did they make a good decision? What would have happened had they not decided as they did?

EVALUATION OF CENTER

Directions: Do not sign your name. Place in holder on activities board when completed.

Give your own response to the questions.

1. Did you enjoy working in the center?_____

   Why or why not?_____

2. What did you learn about social decision-making?_____

   _____

3. Were the activities interesting or boring?_____

   Explain:_____

4. Were the directions clear?_____

5. What did you enjoy most?_____

   What did you enjoy least?_____

6. Should the teacher use this center with another class?

   _____

   Why or why not?_____

7. Will you be more aware of the other person's opinion in the future?

   _____Why?_____

8. Will you think about how your decisions affect others in making future decisions?_____

   Why or why not?_____

EXTRA FOR EXPERTS

1. Choose a topic of public concern. (See list below)

2. Research the topic and become knowledgeable about the problems and current trends in dealing with it.

3. Make a public opinion survey in your school or neighborhood and ask students how they feel about the problem. Be sure to have a choice or choices for them to make. (Prepare a good comprehensive list of questions stating choices, etc.). When you finish your survey, make a chart showing the results. Share the results with the class. Poll the class to see if they agree or disagree with the majority of the people you polled.

4. For an art project, you could make a mobile about this problem.

TOPICS

Child Abuse
Drug Abuse
Alcoholism
Discrimination (race and sex)
Taxes
Government Waste
Dishonest Government
Voter Apathy
Union Strikes and Job Layoffs
Pornography
Pollution
Juvenile Crime
Food additives. . .Are they safe?
Television. . .How can we improve the quality?
Capital Punishment
Volunteer Army VS Draft
Government Regulations on Prices
Rising Utilities
Nationalized Medicine
Legalized Gambling
Legalized Marijuana
Equal Rights Amendment
Working Mothers. . .Is it OK?
Holiday Celebrations . Are they getting out of hand in our country?
Care of the Elderly. . .Provided by Government or Family?
Should Food and Medicine be Taxed?

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LEARNING CENTER #2

"The Trade-Offs Post"

by

Georgia Bagby
and
Robert Ables

PURPOSE - To extend and enrich concepts introduced in Lessons 1-4 of the economics series, Trade-Offs.

DESCRIPTION - This center is set up in three Learning Stations.

Station I reviews concepts learned in lessons 1-3. There are six activities for all students to complete. Station II contains eight activities that use newspapers to extend learning. The activities in this station are progressively more difficult. Therefore, a choice is given to the student as to which six he/she will complete. Station III is a game and evaluation area. Four games are included for both fun and enrichment. Students complete an evaluation of the center at this station and turn in completed work.

MATERIALS - Old magazines, catalogs, newspapers, scissors, glue, paper, crayons, markers, game boards, dice, game cards, and folders for directions and completed work.

STATION I

Directions

At this station, there are six activities for you to complete. Work alone at Station I.
Place completed work in the folder provided.

ACTIVITY 1

Identifying Opportunity Cost

Below are four situations in which choices were made. What choices were made? What was the opportunity cost of each?

A. Karen studied Monday night instead of going to a ballgame.
B. Blair takes karate lessons rather than guitar lessons on Saturday morning.
C. John bought a motorcycle magazine rather than an ice cream sundae.
D. Carol went to bed early and missed her favorite TV program.

	Choice	Opportunity Cost
A.		
B.		
C.		
D.		

ACTIVITY 2

A. Imagine you have received a $25.00 gift certificate. Decide how you would spend it. Apply decision-making skills you have learned.
B. Cut out pictures of items you would like to purchase from magazines and catalogs. Include the price of each item.
C. Circle the items you would actually buy with the gift certificate.

ACTIVITY 3

Complete the story. Your ending should discuss various ways of allocating a limited resource and explain the advantages and disadvantages of each way of allocating the resource.

"On the first day of school, Ms. Moore explains that she has only two playground balls for the class to use during P.E. Since most of the students will want to use them, and not everyone will want to play the same games, she asks the class for suggestions on how to distribute the balls each day. The students have many ideas and suggest..."

ACTIVITY 4

"Wagon Train"

A. What is really important to you? When you are in a position to own things and can buy for yourself, then you have to assign a value to your money and only buy what you want - what you'll really value.

B. When the settlers moved west, they didn't have the services of movers. They had to take all they could on their wagons and leave the rest of their possessions. They could only take what they needed most or valued the most!

C. Put yourself in the place of early settlers moving west. You are leaving tomorrow for the Oregon Trail. What will you take? What will you leave behind? Would you take only tools? Or a few luxury items you just wouldn't want to live without? The pioneers had to decide this, and now you do, too. Make a list of the items you would choose to take and explain why you would take each item.

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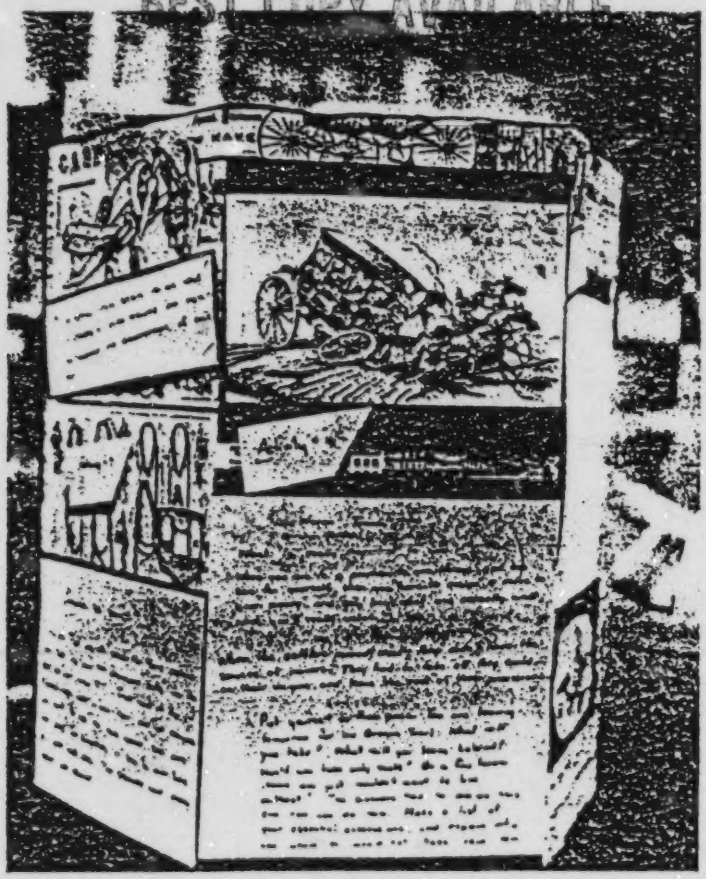


ACTIVITY 5

"Buying by Steps"

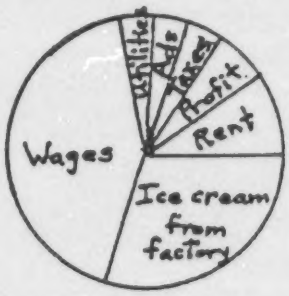
Imagine that you are going to buy a pair of sneakers. Use numbers to place the steps below in the order you would follow in making your purchase.

____ a. select the color and style
____ b. save enough money
____ c. pay for the sneakers
____ d. have them fitted properly
____ e. go to the store
____ f. decide which sneakers you can afford
____ g. find a helpful salesperson
____ h. compare brands
____ i. decide where you will buy
____ j. wait for your change

ACTIVITY 6

You go to an ice cream store. You have fifty cents to spend so you buy a honey-almond ice cream cone.

Imagine that your fifty cents is a pie. Study the pie (circle) graph below and answer the following questions.



1. How much does the shopkeeper keep as a profit?

   a. 1/4 b. 1/2 c. all d. less than 1/10

2. Does more go to pay taxes than to pay people?

   a. yes b. no

3. How much goes for advertising?

   a. 1/2 b. 1/4 c. 3/5 d. less than 1/10

4. Which receives the largest part of the fifty cents.

   a. workers c. profit
   b. utilities d. government

STATION II

Directions

There are eight activities at this station. Complete any seven of the activities. You may work with a friend at Station II.

Place completed work in the folder provided.

ACTIVITY 1

Cut letters of the alphabet from newspapers (headlines and advertisements) to spell the new economic vocabulary words you have learned. Paste them on paper and draw an explanatory picture for each.

ACTIVITY 2

How economically can you feed your classmates? Plan a cookout for your class. Calculate the amount of food needed for the entire class. "Shop" in the newspaper for the items you need. Total your expenditures.

ACTIVITY 3

Circumstances often dictate which items will be luxuries and which will be necessities.

> "You have an imaginary $30.00 to spend before you leave on a fantasy trip to a secluded cabin in the mountains for one week. The cabin has in it an electric stove, refrigerator, table, chair, bed and lamp - nothing else. How will you spend your $30.00? Shop for your items."

ACTIVITY 4

A. Circle all the words you can find for three days in the newspaper that refer to economics.
B. Alphabetize the words.
C. Combine your list with one other person who has completed this activity. Together, define the words and make a sentence with each word.

ACTIVITY 5

Create families with various numbers of family members and amounts of income. Individually or with a friend, select homes for each family from the classified ads of the provided newspapers. Be prepared to justify your choices.

ACTIVITY 6

A. What would you want to tell a Soviet young person about America's economic system? Pretend you have a pen pal in Russia. Write a letter describing economic life in the United States. Tell him what you know about our private enterprise system.

B. Clip newspaper items you would send to illustrate the points you made in your letter.

ACTIVITY 7

Watch the newspaper for news items about international trade agreements. Imagine the kinds of "trade-offs" that might be necessary thousands of years from now to facilitate interplanetary trade. Try to describe in writing one or more of these possible future "trade-offs."

ACTIVITY 8

A. Keep a scrapbook of "trade-offs" in the news. Collect articles that involve conflicting goals.

Examples: labor-management disputes
taxes - local improvements
industry - environmental protection

B. Summarize your articles. Identify how each of the goals in an article is individually a desirable goal. Explain how two or more desirable goals are in conflict.

STATION III

Directions

There are four games at Station III. You may play any one or all of them.

GAME I

"Going Somewhere"

Materials: Game folder containing cards (2 stacks, one stack of items of sports equipment such as golf balls, tennis shoes, camping equipment, skin diving equipment, etc., and one stack of situations, i.e., going places where equipment will be needed).

Object: To trade for needed equipment

Directions:

1. Shuffle the equipment cards and deal out 5 cards to each player.
2. Each player chooses one situation card.
3. Take turns trading until one player has five pieces of equipment needed for the situation illustrating where he/she is going.

GAME 2

"The Hunt"

You are on the trail of Bigfoot the Bear. You must have:

Heavy Coat	Compass
Hat	Binoculars
Snow Shoes	Tent
Rifle	Canteen
100 Shells	2 cases of food

(MAKE SIX CARDS FOR EACH ITEM)

Play the trading game with two or three friends.

Directions:

1. Shuffle and deal the cards - 10 cards to each player.
2. Turn remaining cards face down.
3. Beginning with the dealer and moving left, players take turns offering other players an item he/she has for an item he/she needs. If a trade is made, move to the next player. If a trade is not made, the player draws one card from the stack and takes one card from his/her hand and places it at the bottom of the stack.
4. The player who first holds a card for each item on the list wins the game.

GAME 3

"The Best Choice"

Use the sheet illustrating "career tools" to play these games. Each item on the sheet is related to one or more careers. Select appropriate items for each of the games described below.

Game I - You have $249.00 to buy items for your job. You are a reporter. What items will you buy?

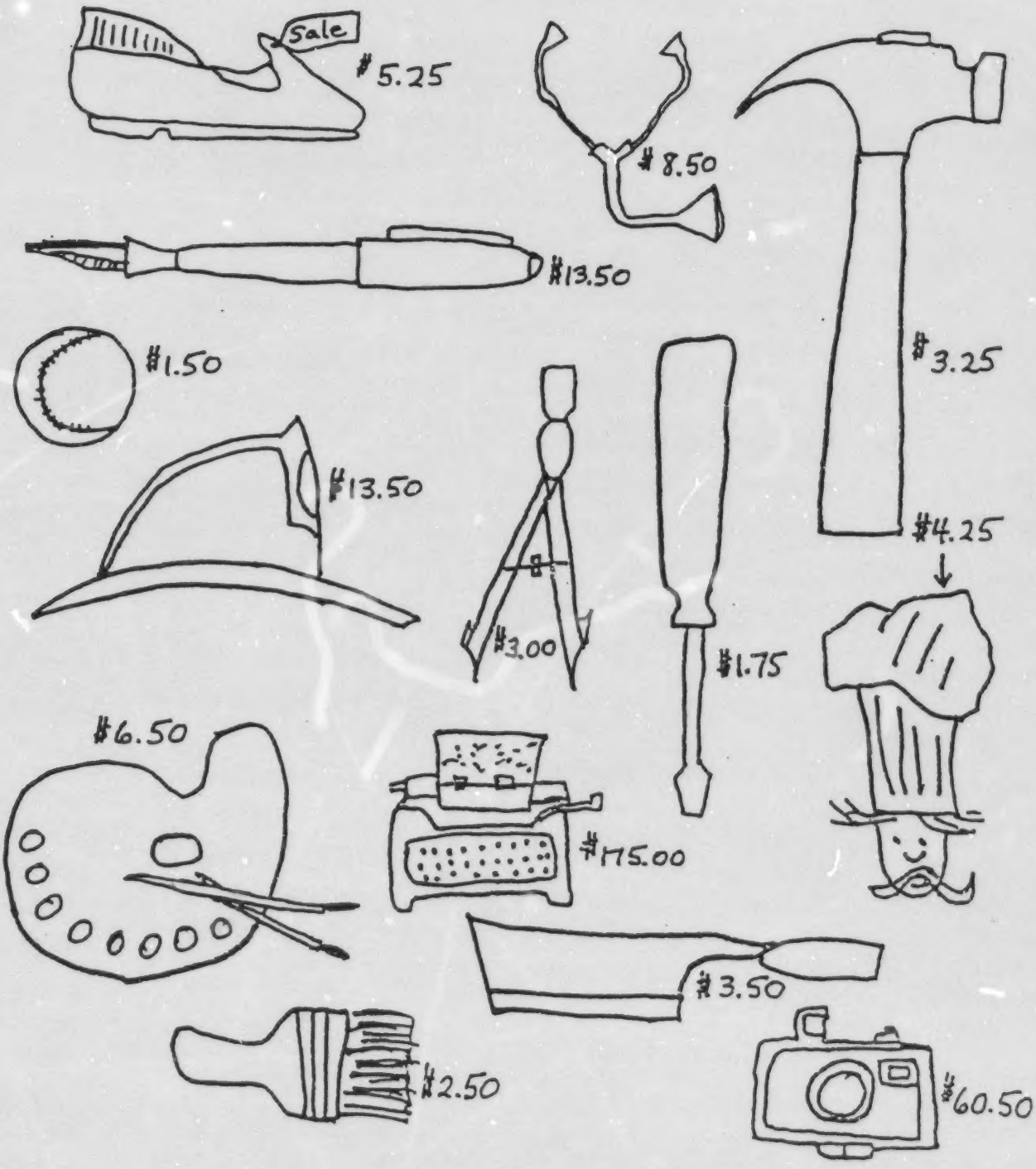
Game II - You have a construction business. You need some small items. Spend $5.00.

Game III - You are a doctor. You have $35.00 to invest. What will you buy?

Game IV - As an artist, you need special equipment. You have $13.50. What will you buy?

Game V - You prepare food. Some things on the list are items you need. You have $5.00. Buy only one item.

CAREER TOOLS



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GAME 4

"The Chocolate Factory"

The Chocolate Factory always gives samples at the end of their tour. In order to walk through the whole factory and get a reward at the end, you must follow the route from the mixer to the packaging of the candy.

Play the game with one or two friends using the game board, "Tour of the Chocolate Factory," and the die cube provided.

Directions:

1. Each player throws the die to determine the order of play. Highest roll gets first, etc.
2. Move forward (use poker chips or some other form of markers) the number of spaces rolled on the die. If the space you land on contains a term, you must define that term. If you can't define the term, go back to the space you were previously on. If the space you land on is blank you may stay on the space without having to define any word.
3. If a player lands on one of the last three spaces, he/she must roll the directed number to get out of the factory.
4. The player getting out of the factory to the chocolate bar first wins the game.

Square Number	Term to be defined
1- 5-18	opportunity cost
3- 6-20	criteria
4-10-24	goal
7-13-28	conflict
8-14-30	choice
12-17-33	compromise
23-40-48	alternatives
26-35-43	trade-off
31-37-51	social decision
38-45-55	security
36-44-54	resources
22-42-57	interest

EVALUATION CENTER

Directions

Collect the work you have completed in this center. Put it all together. Staple. Write a brief summary of the center. In the summary describe your favorite activities. Place the summary in the completed work basket.

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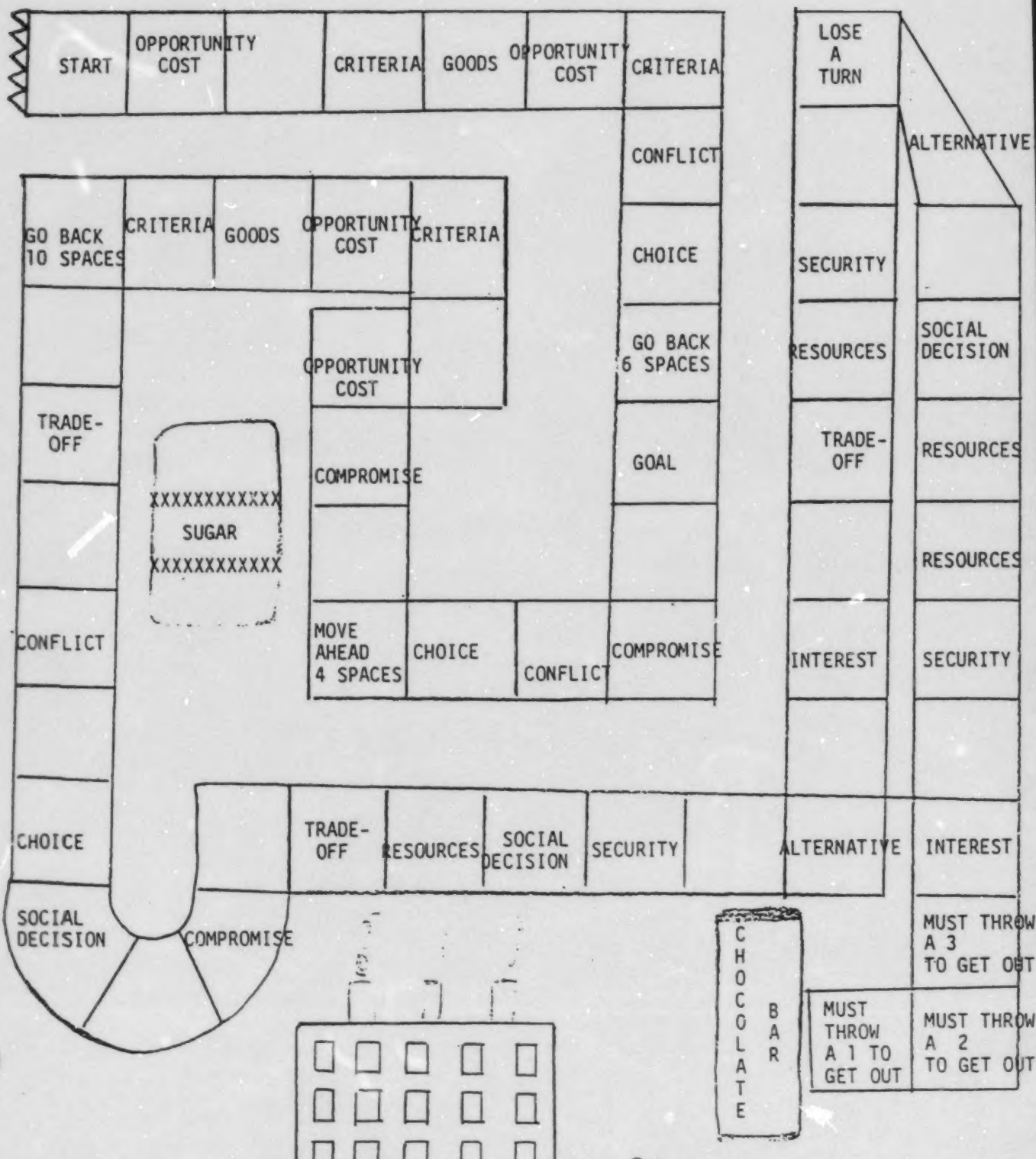
TOUR OF THE CHOCOLATE FACTORY



LEARNING CENTER #3

"To Buy or Not to Buy"

by

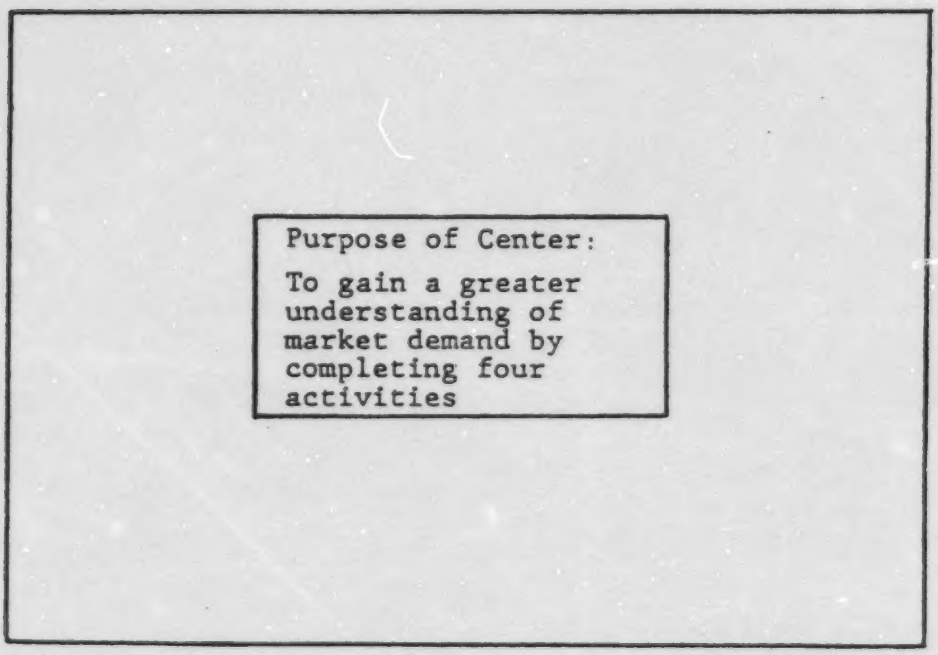
Susan Blumenthal
Gary Reynolds
John Adams

This center is constructed using a medium-sized cardboard box. Sides are covered with patterned contact paper. Materials can be attached to the box with staples or tape. Use of magic markers and different colors of construction paper help increase the attractiveness of the center. A box, folders, or other record-keeping materials should be placed against or near the center.

SIDE 1

Display of center purpose and record keeping materials

Each teacher can devise his/her own method of which students use the center at any specific time, as well as a method of keeping a record of each student's completed work.



SIDE 2

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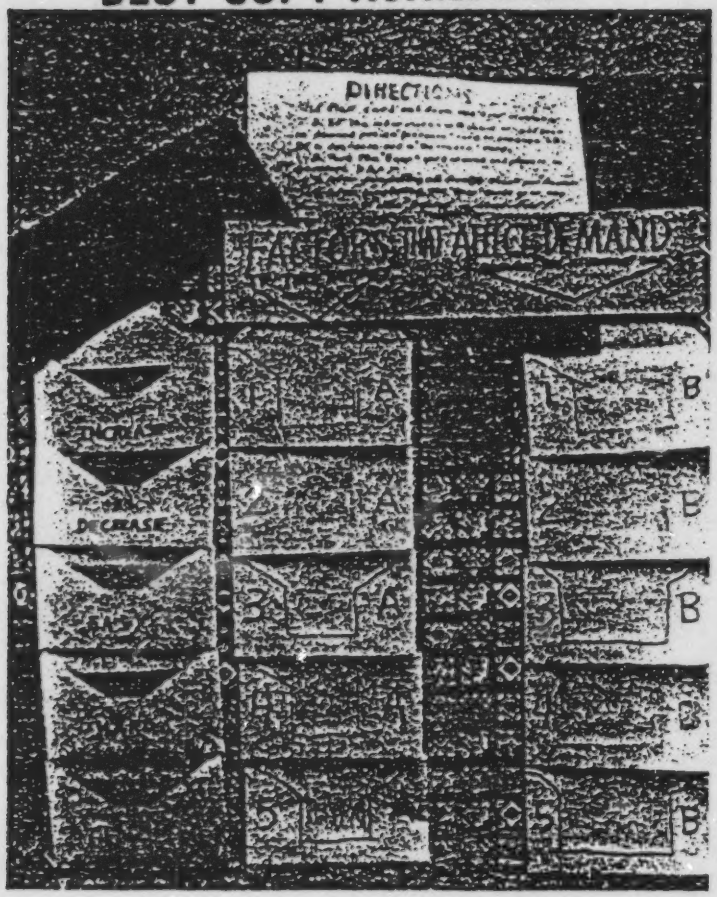
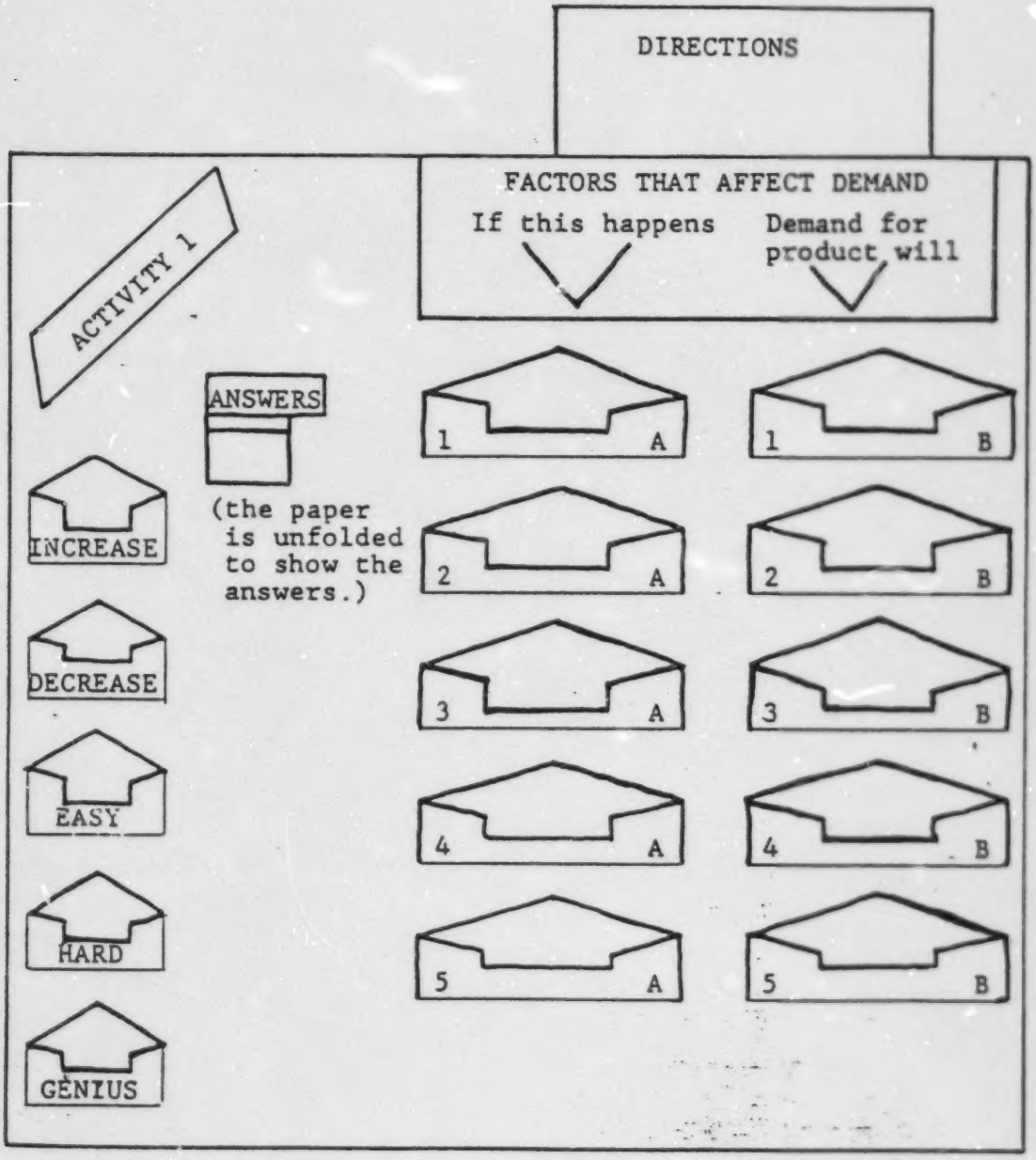


To be printed on the DIRECTIONS section:

1. Pick card No. 1 from the "EASY" envelope. Read the card.
2. If the information will cause an increase in demand, put an "INCREASE" card in envelope 1-B. If it will cause a decrease, put a "DECREASE" card in that envelope.
3. Turn the "EASY" card so that the number shows and place it in envelope 1-A.
4. After completing all five "EASY" cards, check your answers.
5. Now do the "HARD" cards using the same procedure.
6. If you dare, do the "GENIUS".....HAVE FUN!!

SIDE 2, continued.



Cut envelopes in center so numbers and words on cards can be seen.

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SIDE 2, continued

For the teacher:

Inside the INCREASE packet have five cards (cut construction paper) with the word INCREASE printed on the front.
Do the same for the DECREASE packet.

EASY cards. (Number cards on one side and put statements on the other side.)

1. The price for the product increases.
2. The product becomes scarce (hard to get).
3. They produce a surplus of the product (more than is needed).
4. The price of the product decreases.
5. The product goes on sale.

HARD cards. (Number cards on one side and put statement on the other side.)

1. The price increases on a similar product. The demand for other similar products will _____.
2. A man loses his job. His demand for most products will _____.
3. You become allergic to peas. If you like them your demand for green beans will _____.
4. You get a raise in your allowance. Your demand for buying candy will probably _____.
5. The new service station in town is offering free soft drinks with gas purchases. The demand for the gas at the station may _____.

GENIUS cards. (Number cards on one side and put statement on the other side.)

1. A better product is produced and sold at the same price. Demand for the previous product will _____.
2. The population increases. The demand for many items will probably _____.
3. A competitor's product similar to yours goes on sale. Demand for your product will probably _____.
4. If a person is on a fixed income during inflationary times, the person's demand for luxury items will _____.
5. A movie theater offers a free drink with each bag of popcorn. The demand for popcorn will _____.

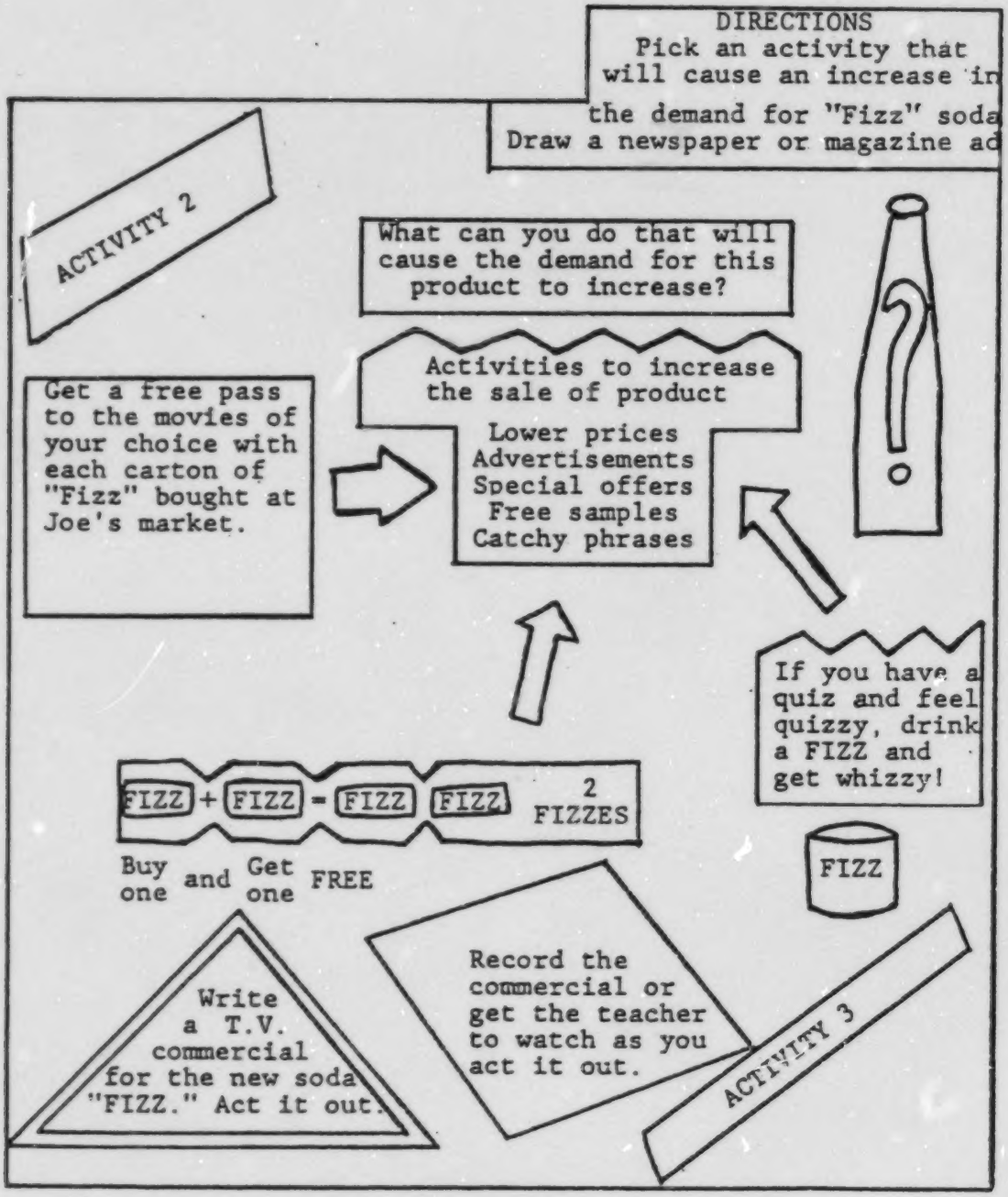
ANSWERS

EASY 1. Decrease 2. Decrease 3. Increase 4. Increase 5. Increase

HARD 1. Increase 2. Decrease 3. Increase 4. Increase 5. Increase

GENIUS 1. Decrease 2. Increase 3. Decrease 4. Decrease 5. Increase

SIDE 3


DIRECTIONS
Pick an activity that will cause an increase in the demand for "Fizz" soda
Draw a newspaper or magazine ad
ACTIVITY 2
What can you do that will cause the demand for this product to increase?
Activities to increase the sale of product
Lower prices
Advertisements
Special offers
Free samples
Catchy phrases
Get a free pass to the movies of your choice with each carton of "Fizz" bought at Joe's market.
If you have a quiz and feel quizzy, drink a FIZZ and get whizzy!
FIZZ + FIZZ = FIZZ FIZZ
2 FIZZES
Buy one and Get one FREE
FIZZ
Write a T.V. commercial for the new soda "FIZZ." Act it out.
Record the commercial or get the teacher to watch as you act it out.
ACTIVITY 3

Have a box of materials that can be used for creating commercials by the center. Include scissors, paste, paper, coloring materials, etc.

SIDE 4

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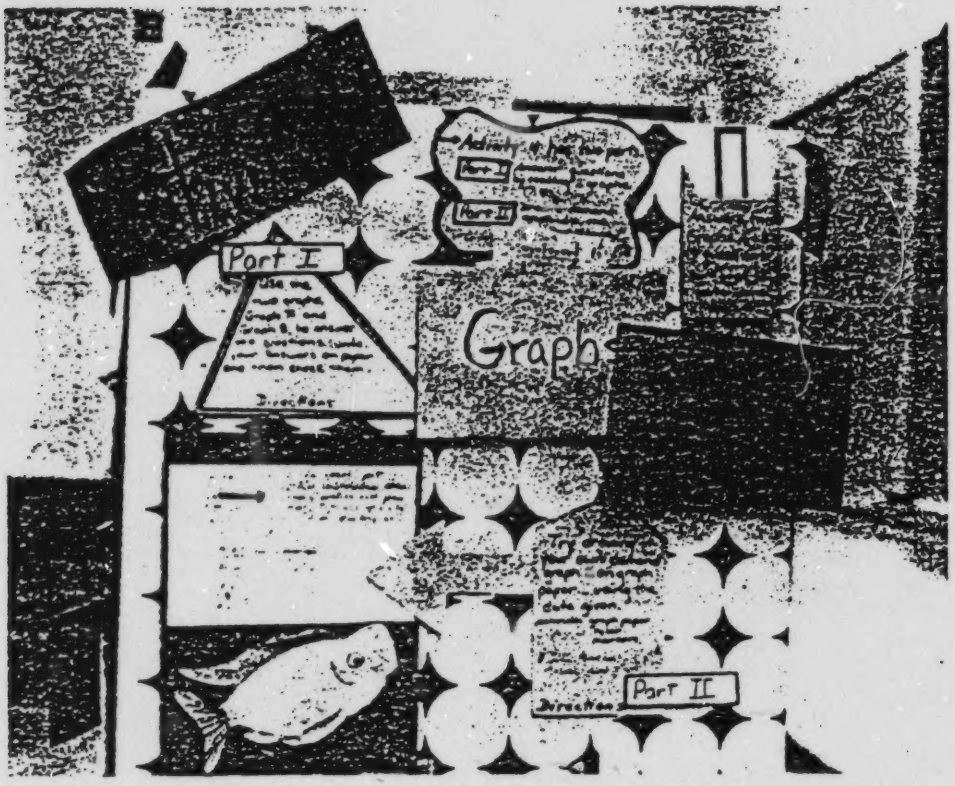

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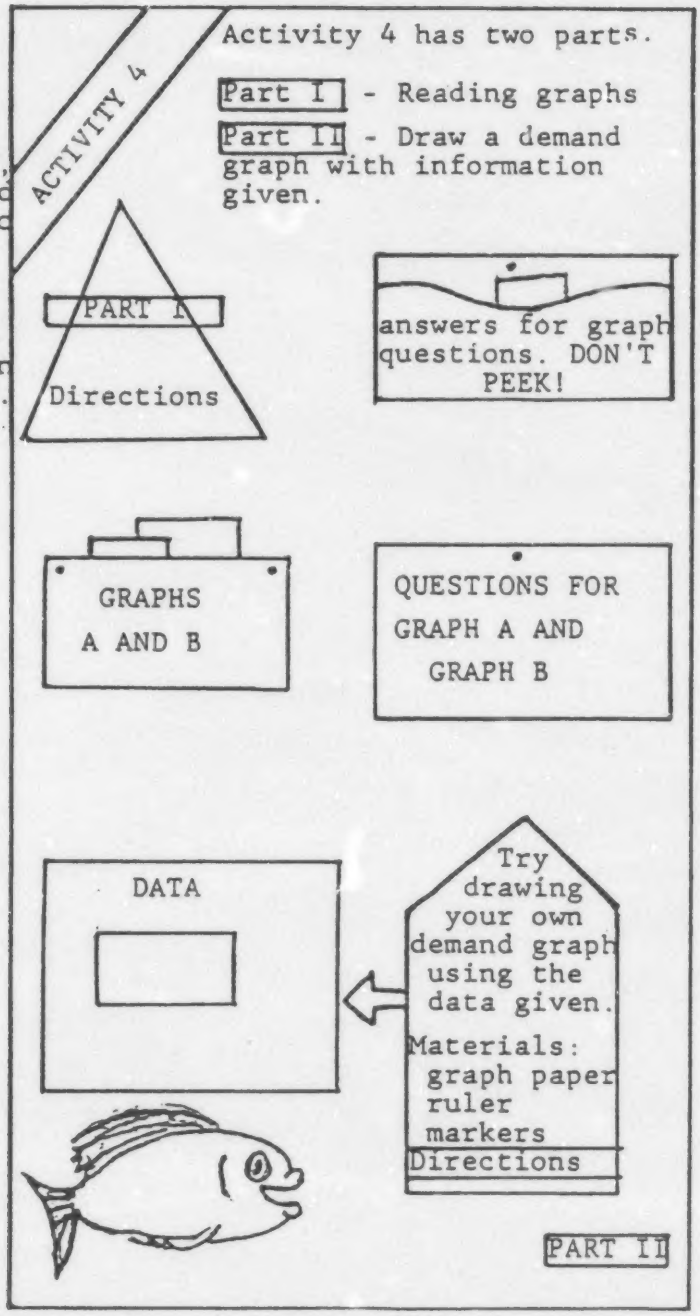


Use the two graphs, Graph A and Graph B, to answer the questions. Write the answers on paper, then check them.

Place answers on a strip of cardboard and place inside packet.

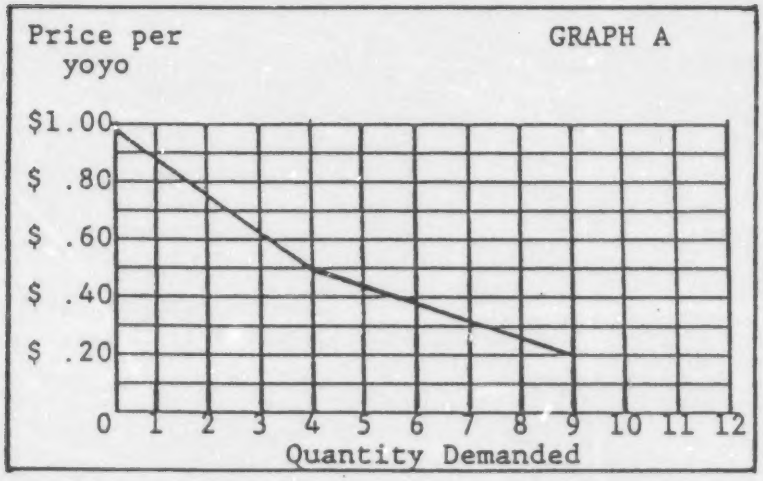
Questions are underneath construction paper flap.

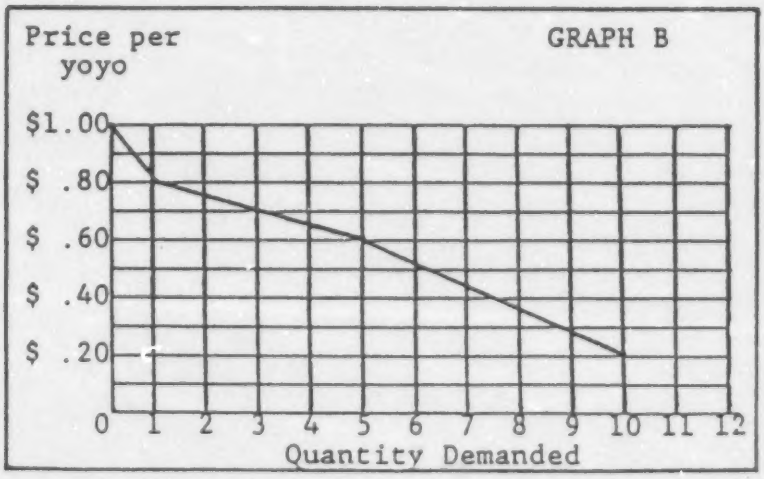
The graphs used in Part I are taken from the Trade-Offs teacher's manual, p. 45. Cut them apart and cover them with clear contact. Fill in data as shown on next page.

SIDE 4, continued

Part I - Reading Graphs

GRAPH QUESTIONS	ANSWERS
Tell Which Graph Shows:	
1. ten yoyos bought at $.20	1. B
2. four yoyos bought at $.50	2. A
3. none purchased at $1.00	3. Both
4. nine yoyos bought at $.20	4. A
5. five yoyos bought at $.60	5. B
6. thirteen yoyos demanded in all	6. A
7. sixteen yoyos demanded in all	7. B
8. more yoyos demanded	8. B
9. one yoyo bought at $.80	9. B
10. twelve yoyos demanded at $.70	10. Neither





SIDE 4, continued

Part II - Draw a Demand Graph

Mr. Jones, owner of the local pet store, asked several of his customers these questions.....,How many goldfish would you buy at 50¢ each? How many fish would you buy at 90¢ apiece? How many fish would you buy at $1.30 each? Below is a chart showing the total number of goldfish demanded at each price. Make a demand graph illustrating this chart.

RESULTS

Price per fish	Quantity Demanded
$1.30	12
$ .90	45
$ .50	120

CRITERIA FOR THE EVALUATION OF A LEARNING CENTER

1. CONTENT

   A. Is the content (concept, generalization, skill, value) clearly related to social studies?
   B. Does the center get at more than one of the major objectives of social studies instruction?
   C. Is each activity of the center directed at the content purpose of the center?
   D. Is the content of the center appropriate for elementary school instruction?

2. MOTIVATION

   A. Is the center colorful and appealing to the eye?
   B. Does the center have activities that utilize different media and different senses (see, feel, smell, hear, taste) in order to accommodate different learning styles?
   C. Does the center include several high interest information and/or literature books related to the content of the center?
   D. Do some activities require the user to work with one or more other children (developing social skills)?

3. ACTIVITIES

   A. Do the activities require a wide variety of thinking skills on the part of the users? For example:
      (1) Are there simple recall activities?
      (2) Do some activities require users to use knowledge (translate, apply, create, evaluate, etc.)?
   B. Are activities set up in such a manner that they require minimum reading skills? (If reading is stressed too heavily, children may not be able to practice the thinking skills involved simply because they cannot read the directions or information contained in the activities.)
   C. Does the center include manipulative activities (games, puzzles, categorizing activities, creating activities, etc.)
   D. Are there several activities in the center? Remember that several children may be working on activities at the same time. Are there enough different things to do to accommodate several children at the same time?
   E. Are some activities correlated with other subject areas of the elementary curriculum (e.g., language arts, mathematics)?

4. MECHANICS

   A. Are the directions for completing center activities simple and concise?
   B. If there is an order or method to completing the activities, is that order clearly delineated at the center?
   C. Will children do the activities at the center, at their desks, or a combination of both?
   D. Is it clear how students will record their answers to activities so that you, the teacher, will be able to evaluate learning? Where will students put their worksheets, answer sheets, pictures, etc., when they have completed activities?

GROUP EVALUATIVE COMMENTS CONCERNING LEARNING CENTER

Title of Learning Center: _____

Strengths of This Center:

Weaknesses of This Center:

Recommended Changes (Additions or Deletions):

ASSIGNMENTS FOR INSTRUCTIONAL BLOCK 2

1. Read pages 19-27 of A Framework for Teaching Economics: Basic Concepts (up to "Possessing an Overview of the Economy").

2. Examine appropriate sections of the social studies methods textbook dealing with individualizing instruction.

3. Read the article, "The Learning Center in the Social Studies Classroom," by James M. Larkin and Jane J. White (Social Education, November/December, 1974, Volume 38, Number 7, pp 698-710). A copy of the article is provided in the materials for this instructional block.

4. Develop a learning center based on one economic concept, generalization (understanding) or a small number of related economic concepts. Use the handout, "Criteria for the Evaluation of a Learning Center," as a guide. The complete learning center will be evaluated based on these criteria. Before a student begins actual construction of the center, he/she should complete the form, "Learning Center Description," and present it to the instructor for critique and suggestions. Encourage students who are unsure of what they are doing to arrange an appointment with the instructor. (NOTE: The instructor will want to set a due date for the completion of the learning center. This could be the last period devoted to this module of economic education instruction; however, it is probably best to allow more "work time" as the development of a learning center is the major assignment of this module and will take students considerable time for successful completion.)

LEARNING CENTER DESCRIPTION

Name: _____

Title of Center: _____

Economic Concept(s) or Generalization Presented in the Center:

Brief Description of Center Activities (may be continued on the back of the page):

1.

2.

3.

4.

5.

6.

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The Learning Center in the Social Studies Classroom

by James M. Larkin and Jane J. White

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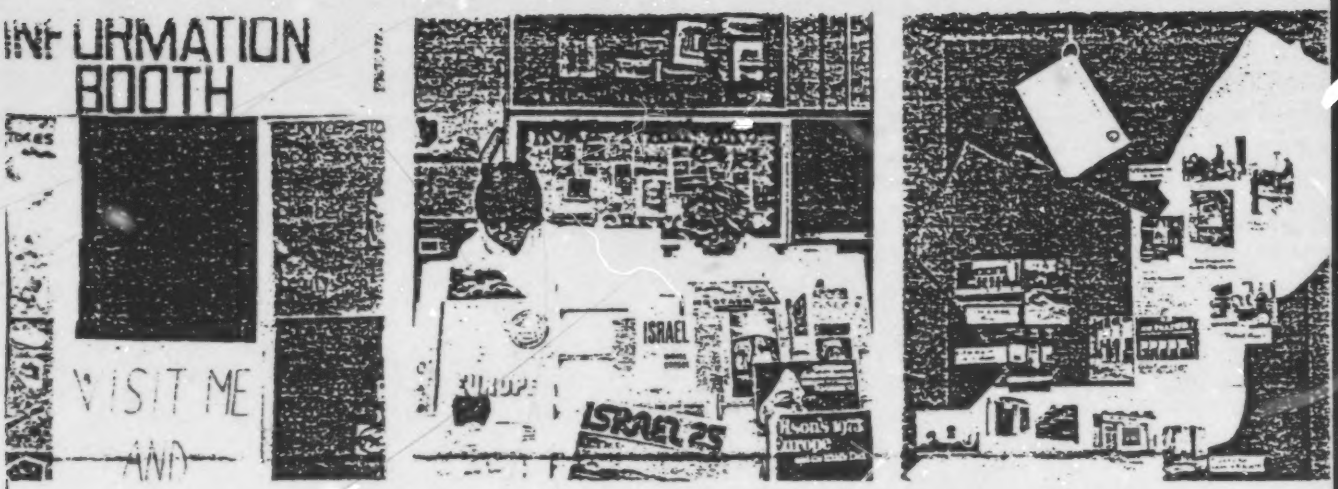

The Learning Center in the Social Studies Classroom

by James M. Larkin and Jane J. White

James M. Larkin is Assistant Professor of Elementary and Social Studies Education, Graduate School of Education, University of Pennsylvania. He is interested in social science curriculum development and dissemination efforts, and has worked with elementary and secondary social studies teachers in various National Science Foundation in-service programs.

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This article developed from the authors' work with pre-service elementary education majors at the University of Pennsylvania's Graduate School of Education. The authors thank these students for their suggestions and creative use of Learning Centers. Photos courtesy of Robert Berley, Mark Broms, and the authors.

I. Rationale for Learning Centers

The open classroom, programmed reading, the lecture method, the unit, team teaching, the inquiry method, individualization, modular scheduling—all are manifestations of fundamental concerns: How can valued knowledge be transmitted? How can the learner become an active chooser and orderer of his own experience? We propose an alternative organizational tool: the Learning Center. We think that it is a powerful alternative, precisely because it functions to allow many of the variables crucial to the teaching/learning situation—realization of cognitive objectives from traditional systems of knowledge, realization of affective objectives, learners actively "making meaning" for themselves, learners choosing areas they wish to study, utilization of a variety of methods of study, the development of skills of working with others—to be actualized in the elementary school program.

The concept of a Learning Center is not new: it is merely a model (similar to the unit method of teaching) that becomes a new restructuring, a pulling together, an integration of what has been done for many years by excellent classroom teachers. Physically a Learning Center is a designated area of the classroom containing a specific number of learning stations (perhaps sequentially ordered) where resources (selected by the teacher as shaper of the environment and contributed to by the students as active transactors) are provided to guide individuals and groups of children in specific learning activities. As an organizing mechanism, Learning Centers can be utilized in traditional classrooms, individualized classrooms, open classrooms, and team teaching classrooms. Basically, Learning Centers are a major tool for all teachers intent on sharing the teaching/learning experience with children, but before this can happen, the teacher must perceive of himself or herself and the child as co-creators of knowledge, and active teaching/learning individuals.

II. Planning for Using Learning Centers

A. The Theme or Problem Area. A Learning Center must have as its central focus a problem, idea, or theme worthy of sustained examination by students. This problem, idea, or theme becomes the *generic nexus*, or the central topic of study

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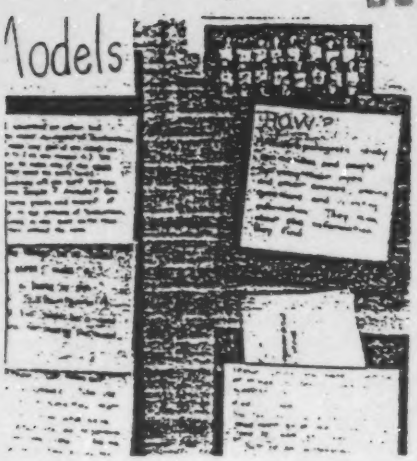

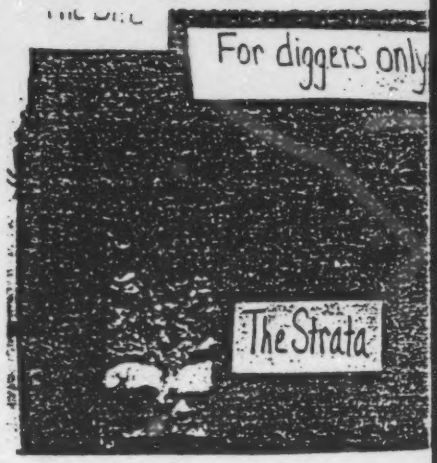

that generates a variety of sub-topics and permutations; collectively these constitute the substance of the center's activities. In elementary social studies classrooms we specifically recommend themes of an interdisciplinary nature. We submit that, for young children, such themes are most appropriate as they benefit from the varied resources of the social science disciplines and provide greater leverage for the student's individual interest and abilities to be realized. In this way, the social sciences are used as resources and allow the theme or problem area to be investigated, to govern the attendant inquiry of the student.

A Learning Center developed around the problem area of the "Automobile and Its Impact on American Life" could include: the assembly line, Henry Ford's life, the internal combustion engine, population growth (history), the interchangeability of parts, growth of unions, wage rates, strikes and vertical industries (economics), the interstate highway system, maps, travel and recreational industry (geography and economics), automobile prices, and status, design, mobile isolation, housing, school and commercial planning, location and development (sociology), and finally pollution, noise level, and junked cars (human beings and ecology).

The theme or problem area should be selected in terms of its intellectual depth—its ability to help students organize both their personal experience of the world and their investigation and synthesis of that which they do not know. The theme should have the potential power to challenge the present intellectual constructs of the class while generating a variety of lines of investigation to initiate and maintain student involvement.

Themes selected because of their potential interest for students usually directly relate to their daily lives. Teachers should regard such themes as being open to investigation and inquiry by everyone and should present issues wherein each child can be his or her own special expert on the basis of his or her data collection. The topic "Families" using some methodology from sociology may have students surveying their family and those of their neighbors to gather information regarding size of family, age distribution, divisions of labor, roles of and rules for family membership.

From the discipline of anthropology the children can conduct interviews with older family informants, to learn of family traditions, histories, origins, religious and ethnic holidays, etc. Cross-cultural study may encourage the in-depth comparison of an African or Asian family with a European family.

These themes require the "doing" of social science as the students become familiar with various methodologies. The study of human beings is not readily divisible by disciplines, nor should it be. Learning Centers developed and built around such problem areas and themes can be a powerful educational experience.

Below are other examples of themes, designed and developed using the Learning Center format. These centers were built by our undergraduate students and have been successfully used in elementary classrooms.

1. Moving Right Along—a Look at the Automobile Industry
2. The Individual—an Awareness and an Understanding
3. Our City—the Ugly and the Beautiful
4. Survival and Adaptation: Life in the Desert
5. The American Indian: Examining Stereotypes
6. The Early American Settler
7. Black Africa and Black America
8. Philadelphia: Man and the City
9. People's Republic of China
10. Cultural Change in Mexico
11. You Are What You Value
12. Pre-History and Early Man
13. Ethnic Groups and Immigration
14. Individuals and Groups
15. Race and Racism
16. Magic and Witchcraft
17. Your Civil Rights
18. Religions
19. Water Pollution
20. What Is a Family?*
21. Cooperation and Conflict
22. Learning War--Teaching Peace

B. Theme Selection and Definitions of Learning Centers and Learning Stations. It is legitimate, especially initially, for themes to be selected by the teacher. They may focus on a topic suggested in the grade level curriculum guide, or they may relate to topics in which the teacher has special competence or interest. Teachers might select a theme or problem area out of concerns that they have heard articulated by the students. But, whatever the method of selection, it is the interrelationships among the variety of activities that help develop the intellectual depth of the concept. Without this standard against which each

activity must be checked for appropriateness, the Learning Center could degenerate into a collection of fragmented activities.

A curricular interest of the teacher may be the interdependence of human beings in a metropolitan environment. This concept becomes the organizing theme for a Learning Center. One approach is to mount and display large aerial photographs of the region. The photographs should be of high quality so that children are able to clearly distinguish streets, houses, industrial and commercial areas, transportation facilities, etc. Some specific social studies topics for explicating human beings' interdependence in a metropolitan environment may be:

1. Working
2. Transportation
3. Housing Patterns
4. Pollution
5. Urban Blight
6. Government
7. Ethnic Groups
8. Schooling
9. The Changing Metropolitan Environment

These topics are developed in depth at the various learning stations within the Learning Centers. For example, the learning station on Work may contain pictures of typical work activities and working areas (outside and inside). A list of wage scales can be listed for various occupations using local labor department data. Reading materials on work should have specific task assignments for the children to gather more information. Some students could develop an interview questionnaire and contact different people regarding their work and record the interview, for playback in the station. All of the students could gather data from their parents regarding where they work, what they do at work, their likes and dislikes, length of time in this activity, wages, and working conditions. Mothers may be particularly qualified to speak to experiences of discrimination in seeking work.

By examining the world of work in one station the students could probe the relationships of work to housing patterns and metropolitan transportation systems. These topics will lead into the issues of pollution and the ecology of the region, government programs and structures, schools, and the ethnic make-up of the area.

C. Mechanics of "Doing" Centers. The teacher's purpose, curricular demands, and student abilities and interests will all help determine the nature of the center's themes and learning station topics. As a mechanism for directing student learning, the center can be creatively developed and utilized, to accomplish specific pedagogical objectives: these might include opportunities to develop cognitive skills, such as categorizing or identifying cause and effect; opportunities for concrete manipulative experiences; opportunities for fantasizing; opportunities for students to build habits of cooperation. These opportunities are limited only by the enthusiasm and creativity of the contributing teachers and students.

The pattern of student involvement in the Learning Center (individually or small groups) and the length of time necessary for study of the organizing theme and topics can be quite variable. Not all children need complete each station, nor does each child have to perform the same activities in the same order in the center. The Learning Center format necessitates considerable individualization, but one of its great strengths requires the continual "doing" of social science and communicating the findings of various investigations. Each station can be a complete study in itself, but collectively, the stations comprising the center become a more powerful source of learning.

The use of Learning Centers requires a wide range of curricular materials: books, photographs, recordings, tapes, films, questionnaires, games, and large quantities of art materials. A major advantage of this format is the necessity to draw on and incorporate the life experience and knowledge of the class as they are directly involved in gathering data, observing, making inferences, hypothesizing, and organizing information, both for use in a particular station or in the development of other stations.

D. Individual and Group Work. The Learning Center differs primarily from some units in that it is not a series of discussions and activities sequentially arranged in which every child, simultaneously, is doing the same thing as every other child. Rather, it is a variety of learning stations with activities and explorations that pursue different objectives, utilize different methodologies, incorporate different materials and ideas to initiate attacks on creating knowledge about the central concern. In getting started, the teacher should not "over-plan." The Learning Center can be an evolving, growing structure in which both the teacher and the students contribute to the planning as they pursue their interests. However, the teacher, as shaper of the environment, should initiate with the students at least two or three learning stations. These can function as springboards, to point out some of the issues and approaches that can be undertaken in the investigation of the organizing concern.

During the planning, certain principles should be kept in mind. Basically one of the strengths of the Learning Center is that it allows the learner to plan and choose. Implicit in the act of choosing is a view of the learner as a unique individual, capable of his own meaning-making, and the legitimation of his role and monitoring of his own work schedule. It is his responsibility to assess his own needs and interest, to decide how he works best and what he likes doing. While using a Learning Center the individual child shares the responsibility for deciding how much time and energy he must invest to gain closure on the tasks and to decide the continuity and sequence of tasks that would be meaningful to him. It is the individual student's responsibility, as well as the teacher's, to evaluate how well and how satisfactorily he gains knowledge and learns for himself.

The Learning Center should con-

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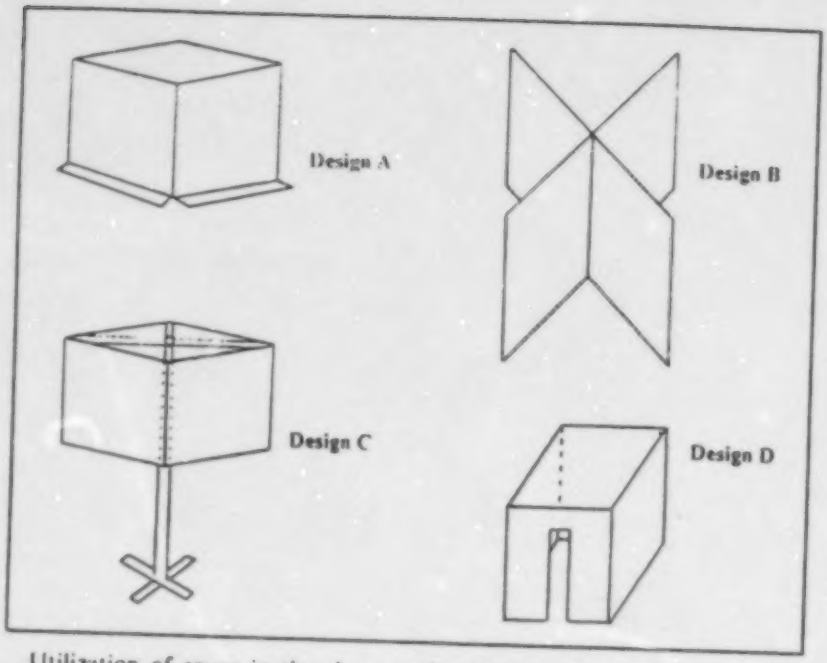
tain a variety of activities that reflect individual growth and cognitive learning styles. There should be stations in which different cognitive skills are utilized: categorizing vs. interpreting pictures vs. predicting and testing hypothesis. There should be activities that allow for the development of a range of reading skills and interpersonal competencies. There should be stations in which individuals will work alone or together in informal or formal groups.

Stations should be established so that the Learning Center as a whole has the potential for providing resources for involving the entire class at one time, if this is what the teacher desires. A mechanism may need to be designed by the teacher to facilitate easy access and movement through the center: a daily sign-up sheet or perhaps a board on which each child could put his name tag on one of the labeled activity hooks. This mechanism would (1) help monitor the use of the different learning stations, insuring that certain activities were not monopolized exclusively by certain students, and (2) help the students develop the attitudes and skills necessary to learn for themselves as individuals. Students need to learn how to choose an activity, how to be responsible for a task, how to work together in a small group. A Learning Center may be an excellent vehicle for individualizing part of the day or for slowly developing and testing techniques for a potential move into an open classroom structure.

III. Design and Construction of Learning Centers

Even if it is initially teacher planned, in no event should the Learning Center be teacher-built. This is not a project like a bulletin board that keeps a teacher after school five nights a week. Rather, each child, being partly responsible for his learning and sometimes teacher of his peers, should also have a hand in its construction –bringing in materials, writing the activities and directions for others to follow, designing and cutting cardboard and building the center and its stations.



Utilization of space in the classroom can be planned so as to include many surfaces within a minimal area. These surfaces can be used to display step-by-step directions to individual activities and to display the students' work. Structural designs might focus on how the students are grouped and the aesthetic warmth of the structure. Design A can be made from a large appliance box (washing machine size), is durable, and will provide surface area for four stations in one center. Design B provides a maximum amount of eight surface areas. Both A and B allow four groups of two or three children to attend to each station without disruption.

Design C is like a revolving book rack at a drugstore. With proper construction, this revolving center can be fairly permanent as panels for new stations can be suspended from hooks on the arms of the structure.

Another center design may resemble the bulletin board. This center is like a large mural with a number of stations set along a wall. The mural design should have the various activities positioned at eye level when the students are sitting at a chair or desk going through the center. This arrangement uses little space and yet allows a vast range of activities for the students. We have seen some classrooms where all of the walls are in use with learning centers.

One student built a four-sided house (Design D), allowing the use of the four inner and outer walls as stations. This center concerned the housing structures of various people around the world. It even came with different roofs designed to explicate different housing designs.

These few basic designs, with the suggestion that the teacher establish building, designing, and up-keep teams, should be quite useful to a teacher interested in using centers in his or her classroom.

IV. Two Learning Centers

A. Primary Level Learning Center, Who Am I?: The Child Is the Curriculum. This primary level Learning Center is designed to encourage the child to begin the process of getting to know about himself or herself. The major concepts developed in the center will be the individual as a unique person, and the individual as similar to, but different than, other individuals in the classroom. The tension between these seemingly opposite constructs provides the impetus to know more about self and others throughout this Learning Center.

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In the Learning Center we will describe various activities (as learning stations) that should enable the children to examine the question, Who Am I? The center will be built around two themes, *Exploring My Outside* and *Exploring My Inside*. This focus on self will encourage each child to gather data, perform tasks, organize information, develop charts and drawings, conduct interviews, and write stories, poems, or songs about their Outside and their Inside.

1. *Exploring My Outside*

Station I—What We See. A large photograph depicting great numbers of people, structures and activities. (A beach scene in summer, a crowded park or city street.) The photo should invite careful examination from the children as a great variety of objects are perceived. Suggested activities for this station are: (1) write on 5 x 8 cards questions that ask the children to write down three things they see in the photograph, (2) ask if they have ever been in a place like the one in the photograph, and (3) ask them to look again very carefully to find one more object in the photo.

Station II—The Mirror. Station II is a large mirror with activity cards that ask the child:

(a) Look very carefully at your face and draw a picture of yourself.
(b) Be sure to draw eyes, nose, hair, mouth, ears, chin, cheeks, eyebrows, eyelashes, etc.
(c) In teams of two, the children should draw the face of another child in the room and give it to him or her. Each child should have two drawings of his face.

These two stations help build experiences in which children understand that people see things differently and these differences help to make us who we are. The teacher can have discussions, first in small groups and later as a class, that focus on the children's varied experiences that shape their perceptions, and the genetic inheritance that contributes to the development of each child's unique self.

Station III—My Body. Station III asks the children to draw their whole body. A roll of brown wrapping paper can be used, cut so each child's body outline, with shape and contours, from head to feet, will fit on the paper. Again the children can work in teams outlining each other. They can list their heights, and a scale will allow them to weigh themselves and list this also on the drawing.

Station IV—Getting To Know Me. The activities in Station IV require the child to weigh, measure, draw, and record as much about his or her body as possible. Again in teams of two or three the children can weigh and measure their heads, hands, feet, legs, arms, chest, waist, etc. All these data can be recorded on the large outline drawing of their bodies.

These four stations focus the child's attention on his or her "outside." The activities encourage teams of children working together to help each other construct their unique selves. Drawings of the various body parts can be attached as inserts around the larger drawing of the body outline. The activities for the theme *Exploring My Outside* should be done with care, and the children must have enough time to be able to learn to weigh and measure each other. The classroom display of these drawings is also encouraged, before they are taken home for hanging in the living room or bedroom.

The teacher's role throughout should facilitate the child's concentration on self. Care must be taken to be sensitive to questions that children ask regarding themselves: how they became who they are; why they look the way they do, etc. Class discussions will be necessary throughout these activities to allow time to consider questions. The teacher can list these for further examination as the children begin the *Exploring My Inside* segment of the Learning Center.

2. *Exploring My Inside: The Child Is the Curriculum*

Station I Values. This station concerns the rank ordering of personal value preferences for children. The station should have photos, drawings, poems, or short stories that exemplify each value preference. On a mimeo sheet the child is to put a number from 1 to 8 beside the value preferences listed, from most to least valued.

Brave	Neat
Honest	Fair
Older	Obedient
Hardworking	Helpful

The photos, poems, etc. should be labeled with the value preference. After a group of four or five have completed the station, this group should discuss their preferences and attempt to establish consensus for the whole group. This activity aids the clarification process, encourages the children to publicly affirm their preferences and legitimates the diversity of personal values.

Station II—Different People. This station greatly individualizes the examination of the inside self. Each child is to collect and mount three pictures of people different from him/her, then list two or three of these differences for each picture, e.g., age, features, sex, race, role, dress.

After the pictures are mounted and differences noted, the teacher can ask the children to decide if they would like or not like this person as a friend, classmate, or neighbor and to discuss their reasons. A variation of this activity is to assemble a large number of pictures and ask the children to group these according to people they like and people they dislike. Either activity encourages reflective thinking and defensible choice as the child proceeds through the station.

Station III—Friends. This is a most popular topic for primary age children, and a very important one also. Station III attempts to help children distinguish kinds or types of friendships and encourages thought as to their distinguishing characteristics. The children can list attributes on three levels: Friend, Not a Friend, and Best Friend. Lead questions for this activity would concern when and how someone displays this behavior

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to the individual student. When is someone not a friend? When is someone a friend and when is someone a best friend? Appropriate stimuli for the center can be pictures of children in various situations or groupings.

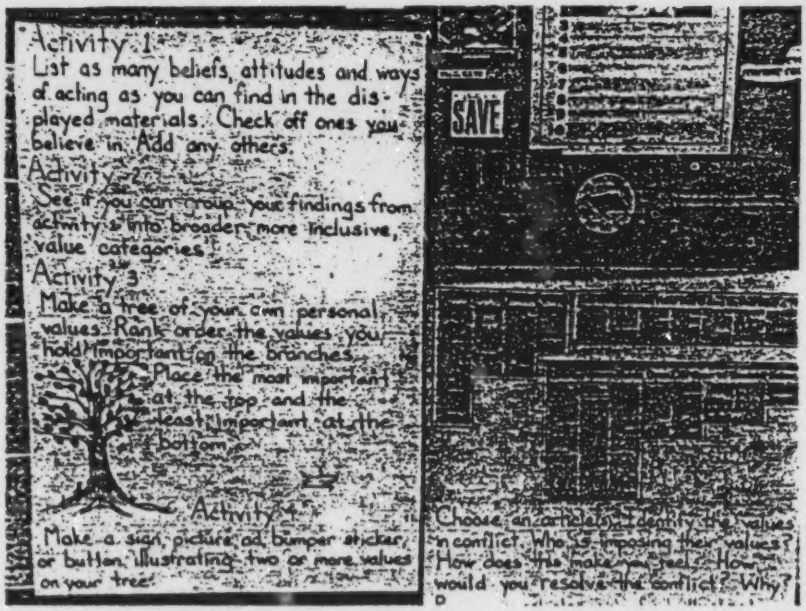
An additional activity in this station would be to have the students write a poem about a friend of theirs, or their feelings when someone they love goes away. The students can "do" this station individually or in groups.

Station IV—Feeling Afraid. The musical *The King and I*, by Richard Rogers and Oscar Hammerstein II, contains a song, "I Whistle a Happy Tune," suggesting the opposite of our intentions in this station.

After listening to the complete song on a record the class should discuss the issue of being afraid. When do we pretend that we are not afraid? When are we not able to pretend? Why do we fear letting others know about our being afraid of something or someone?

The teacher should read aloud to the class or tape a reading of a "scary" story. *Where the Wild Things Are*, *Hansel and Gretel*, or *Billy Goat's Gruff* will often have this effect on children. This controlled inducement of fear, and its examination and discussion by the children in a secure, trusting classroom, is a most powerful confrontation for children. Its importance lies in the fact that there are real fears in children's lives and our belief that open discussion and affective support and empathy are necessary if the students are to learn to deal with these conditions in their own lives. This indirect approach is much more effective than asking children why they are afraid, and then telling them not to be. A closing activity in Station IV may ask the students to write or tape a short story about some incident or object that makes them afraid.

Other appropriate topics that can help children examine their feelings are family roles and membership; being an older or younger brother or sister; and the issue of fairness—when we were fair and when we were not fair in our relations with others.


Activity 1:
List as many beliefs, attitudes and ways of acting as you can find in the displayed materials. Check off ones you believe in. Add any others.
Activity 2:
See if you can group your findings from activity 1 into broader, more inclusive, value categories.
Activity 3:
Make a tree of your own personal values. Rank order the values you hold important on the branches. Place the most important at the top and the least important at the bottom.
Activity 4:
Make a sign, picture ad, bumper sticker, or button illustrating two or more values on your tree.
SAVE
Choose an article(s) and identify the values in conflict. Who is imposing their values? How does this make you feel? How would you resolve the conflict? Why?

These topics are the stuff of life, and as such, the life of social study.

Station V—The Trust Walk. A well hidden side of the inside self of children is their interest in sometimes "tricking" others, and occasionally doing harmful and nasty things to others. When such conduct occurs in the primary classroom, the teacher usually is relegated to a quick judgment or adjudication, with some moralizing such as "We don't do that here," or "Stop that—go to the corner," or "Leave the room."

This station promotes activities that give children experience with developing trust and concern for others. By actually experiencing trust and concern, one is more able to give it to others. One of our favorite techniques is the affective strategy of a "Trust Walk." The station requires pairs of children and a cloth blindfold. Without being spoken to, one child is to lead and guide another by the hand on a walk over and around some "difficult" terrain, such as an area where, without sight, one would fall or walk into something. (Extreme care must be taken by the teacher so that serious danger is avoided.) After the walks of both children (about 10 minutes each), they might discuss the experience along the following topic headings:

(1) holding hands
(2) leading and following
(3) being blind
(4) levels of trust
(5) specific incidents experienced in the walk
(6) peeking under or over the blindfold
(7) occurrence of squeezing the hand when afraid or feeling threatened

These topics help the children organize the experience of trusting. When do we trust others? How and whom we trust can then be discussed with the whole class when everyone has had this experience. Are there times, without being blind, that we need to trust others? At home? In class? On the street? While swimming or participating in sports? In sharing secrets?

The station can have photographs of situations, poems, or stories that exemplify our interdependence and need to trust others as initiating stimuli. The teacher should hold a general class discussion of the issue of trust. A clear description of the trust walk, the blindfold, and rules for the walk should be listed at the station.

Station VI—Life Lines. Like the trust walk, the life line theme is quite well known by now. We include a learning station description of it because it is such a powerful idea, and it very effectively summarizes the

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general Learning Center theme of Who Am I?

The Learning Center construction team should assemble these materials at the life line learning station: string, scissors, construction paper, magazine pictures, index cards, paste, stapler, magic markers, and tape. The instructions for constructing a life line are: build a life line using a piece of string to represent your lifetime. Any and all life events, past, present, and future are appropriate, as the child wishes. The materials can be used in any manner but the representation of the life events should be attached to the string.

Children can make these life lines individually or in groups of two or three. Ask them to reflect back over the various activities in the *Who Am I?* Learning Center. These activities can contribute to the students' gaining some closure as reflections of their individual self. Some children will label and display more events than others, and the sharing of these life lines will remind others about particular events that they forgot to include in their lines. We strongly suggest that additional time be provided for any changes in the life lines. In any event, symbolic construction of one's life and sharing of the stories and experiences inherent in the life line is the essence of the activity. This can be done in small groups at first and later in larger groups. The final activity can be the attachment of the life lines to the large drawn body outline from the *Exploring My Outside* segment of the Learning Center.

The central thrust of this Learning Center has been to afford the child the opportunity to examine issues of a personal nature. The classroom climate for these activities must be open and supportive to entertain the children's unique and sometimes similar presentation of their "outside self." Often in social studies education we ask children to empathize or "wear the shoes" of another person in cross-cultural studies. The activities in this center are designed to bring that task "home" to the classroom as teachers attempt to build mutual trust, respect and support among the children, so that they will be better able to accord to others, in different cultures, mutual respect for differences.

By "Exploring My Inside" we are encouraging the child to examine some often hidden and special themes concerning self: feelings, fears, hopes, beliefs, family and peer relationships. These areas of concern are often ignored in the classroom. We would maintain that a child's familiarity with self, and his willingness and ability to deal with some of these issues will greatly aid his understanding and appreciation of other people. Indeed, some of the "strangeness of others," often exhibited by children in primary level social study of other people, may be attributed to the child's paucity of experience in dealing with some of the hidden areas of self. There are numerous examples of our uniqueness as individuals, and numerous examples of our similarity to others of the human family. Efforts in social studies classes that help children learn more about themselves will help them learn more about others in less of a judgmental atmosphere, a classroom milieu based on trust and acceptance.

B. Intermediate Level Learning Center: North American Indians. A unit and Learning Center about North American Indian cultures would provide an important and provocative topic for students in the intermediate grades. Such studies could help correct the ignorance and stereotypes about "the" Indian that are perpetuated by T.V. Westerns and insensitive children's textbooks and trade books. The basic approach we propose is for students to engage in cross-cultural ethnographic studies about several very different Indian cultures. The cultures we selected were chosen because of (1) their different economies based on different environments, (2) the availability of sufficient information at the students' reading level, and (3) their significance for Indian and American history. We selected the Iroquois of the Northeast Woodlands, the Sioux of the Plains, and the Navaho of the Southwest, to illustrate this type of Learning Center.

Orientation and Purpose

It is the intent of this Learning Center that several themes be prominent.

Theme 1: There should be an eth-

nographic, ecologically-oriented approach to each culture. Questions to investigate would include:

A. Adaptation to the environment
   How were available plants used?
   How were the available animals utilized for food, clothing, tools?
B. Types of social groupings
   What was the division of labor?
   Who lived together and what family patterns were in evidence?
   Who made the decisions for the group? Who were the leaders?
C. Transmission of the culture
   What skills and knowledge were necessary for survival? To whom and how were they taught?
D. Sensitivity to values, world view, cultural heritage
   What customs and traditions were important to the people?
   What types of ceremonies did they have and why?
   What myths and legends did they tell? (Their world view was affected by their environment.)

Theme 2: Each student should be encouraged to learn more about himself by contrasting his culture and lifestyle to that of the Indians' cultures. For example, when he studies how the Iroquois utilized deer, he might contrast it with the utilization we make of animals in our daily lives.

There should also be contrast between the different Indian cultures. One way to do this might be the creation of a large brown paper retrieval chart (Figure 1) in which the students enumerate and classify the data they have gathered in response to questions in the Learning Center. This type of chart could be developed by the students for organizing data so that contrasts are evident, and many questions about similarities and differences, patterns of effects and causation could be investigated.

Theme 3: A historical orientation is essential, for each Indian culture has changed through decades and has a history. Too often it is presumed that Africans, Indians, Eskimos and others, who have an oral tradition rather than a written one, have no history. A powerful way of challenging this stereotype is to approach North American Indian cultures from what Tabachnick, Fielder, and Clements perceive as the "There and Then" and the "There and Now" structural concept.[1] For example, questions that could be asked of the Indians in the There and Then might be: Where did this Indian culture come from? What was it like before the white men and women came? How do we know? What is its relationship with the non-Indian? What did the Indians of There and Then have to say about their culture? What did the non-Indians of There and Then have to say about the Indian's culture? This should be contrasted with Indian cultures of today. What are their varied lives like today? What does the Indian today have to say about his or her condition? What does the non-Indian have to say about the Indian? The implications and ramifications of significant cultural change and acculturation in both directions should be emphasized. How has the non-Indian affected the Indian? How has the Indian affected the non-Indian?

Theme 4: The final concurrent theme is to be conscious of how knowledge has been created about the Indian. How do we learn about the Indian? How and what can we learn about the Indian from his artifacts, from photographs, television, movies and advertisements? What can we learn from paintings of Indians (both by Indians and non-Indians), and from textbooks and trade books, articles and speeches, legends and poetry? The students should be able to examine both primary and secondary sources and infer the advantages and disadvantages of both. They should be able to compare Indian and non-Indian accounts of the same event and discuss possible reasons for the similarities and differences.

This Learning Center is an extension of all four themes. Due to limitations of space, we will describe a few possible learning stations.

What We Have Learned About the Indian of There and Then

Station 1—Perceptions of the Indians: Knowledge, Stereotypes, or Ignorance?

A. The students are to devise a short questionnaire (3-4 questions) with which to interview classmates and parents about their knowledge of the Indians and their beliefs about them. Sample questions might be:

1. What do you know or what have you heard about the North American Indians?
2. How are the Indians of long ago and the Indians of today different?

[1] Millard H. Clements, William Fielder, and Robert Tabachnick, *Social Study: Inquiry in Elementary Classrooms*. New York: Bobbs-Merrill Co., 1966, pp. 25, 153.

Figure 1

Culture	Iroquois	Sioux	Navaho
Description of Environment			
Use of Plants			
Use of Animals			
Settlement Patterns			
Transportation			
Division of Labor			
Life Cycle			
World View			

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3. How do you feel about the Indians? How do you think others might feel about the Indians?
4. Where are the main sources that have shaped your learning about Indians?

B. The students select a sample of a population to be interviewed: classmates and parents, teachers, neighbors, and younger and older students.

C. After interviewing, they devise a chart on which to record and organize data.

D. They are to look for patterns in the data and make tentative generalizations about knowledge and beliefs about the North American Indians.

E. Students might develop their own pre- and post-test. After the unit and Learning Center, they might want to administer the questions again to their classmates, to see if attitudes, knowledge, and feelings had changed since the beginning of their study of Indians.

Station II—How We Learn about the Indian of the Nineteenth Century

A. We Can Learn from Scientists and Scholars: Several students would interview archeologists or anthropologists. The interview would be tape-recorded and placed in the Learning Center, so that other students could listen to a firsthand account of "a dig" and learn what artifacts were found, and what archeologists learn from these remains of people.

B. We Can Learn from Artifacts: The teacher and students can amass several artifacts (being careful at first to keep them in separate cultural traditions, i.e., no Navaho blanket with Woodland model canoe).

Genuine artifacts such as Navaho silver squash blossoms and arrowheads as well as authentic replicas of an Iroquois False Face Mask and photographs of artifacts can be ordered from museum catalogs.[3]

Directions to the students might include: Imagine you are an archeologist. What can you figure out about these things, the people who made them, and how they lived? Students usually will (or should be encouraged to) comment on what the thing is, how it was used, what materials it was made of, and what this may tell you about what was important to the people.

C. We Can Learn from Books: The Learning Center should include a multitude of books and articles about the North American Indians, with an appropriate range of reading levels. Especially useful are those about the Iroquois, Sioux, and Navaho. Reference materials should include, if possible, museum publications, articles by social scientists, textbooks, encyclopedias, trade books, fiction and non-fiction materials.

The student would be asked to find and list an article by an anthropologist, an account from a museum, a work by a children's author, and a work by an Indian. The student would be asked to distinguish between primary and secondary sources, and evaluate the accuracy of each.

D. We Can Learn from Paintings: Paintings such as those by George Catlin could be contrasted with illustrations and works of art by Indian artists. What types of information they give one about Indian culture, what each artist seems to view as being important, and how they make the students feel about the Indians can be organized as individual projects.

E. We Can Learn from Maps: Map studies could be done to locate the different Indian culture areas: the Arctic, Subarctic, Northwest Coast Indians, Plains Indians, Indians of the Southwest, and Woodland Indians. Accompanying pictures could be drawn of what the environment looked like when the Indians lived there. The eighteenth-century locations of specific Indian cultures to be studied should be outlined within the shaded culture areas: the Iroquois, the Navaho, the Sioux (or Dakota), the Cherokee, the Nez Percé. On a separate map, five Indian reservations of today could be outlined. The maps could be compared and similarities and differences accounted for. The students might elect to pursue the matter by researching why the Cherokees, an Eastern culture, are now found in Oklahoma; why some of the Eastern cultures, such as the ones that befriended the Jamestown settlers, are not indicated on today's reservations; and how the Navahos were relocated and then moved back to their original location.

Comparative Ecologically-based Ethnographic Studies

Designs for two learning stations, one to inquire into "How the different parts of the available animals were utilized" (questions B.1 and 2 below), will be described for the Iroquois and the Sioux cultures, respectively. It is hoped, however, that the creative teacher, whether in a unit or Learning Center, will pursue the majority of the sequenced ethnographic questions for a complete study of at least one culture.

Station III—How Did the Iroquois Adapt to Their Environment Through Their Use of Plants?

A. Students should make data cards from which their classmates can learn about the environment of the Iroquois. Each data card would include a picture and an informational paragraph. Data cards might be made on (1) places where Iroquois lived (similarities and differences between then and now in upstate New York might be mentioned); (2) climate, with special emphasis on the different seasons; (3) plants in the area, (note should be made of which ones grew wild and which ones the Iroquois cultivated); (4) animals in the area (the territory and habits of the animals should be noted).

B. There are many activities and processes by which to study how the Iroquois adapted to their environment through the use of plants:

1. Write down the names of *all* the plants you can find in your research that the Iroquois used, and list the ways that they used them.

[3]These authors purchased these artifacts and photographs of artifacts from the University Museum, University of Pennsylvania, 33rd & Spruce Streets, Philadelphia, Pa. 19104. Other museums and enrichment sources are suggested in *Social Education*, Vol. 36, No. 5, May, 1972, pp. 488-494.

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2. Using a roll of white shelf paper, draw an illustrated cartoon strip or documentary movie with a sentence at the bottom of each frame telling how the Iroquois made maple sugar, or about the "three sisters" of the Iroquois (corn, squash, and beans). A cardboard box could serve as the T.V. cabinet. Two dowel rods, attached to the paper, will allow the students to "show" the movie.

C. Make an illustrated poster, showing all the different uses of the different parts of the corn plant.

D. The Iroquois made many objects out of cornhusks—masks, moccasins, mats, cornhusk dolls. Bring in cornhusks or ears of dried corn and make cornhusk dolls or necklaces of corn kernels strung on rawhide or string.

E. Plant some corn, bean, and squash seeds. Write a short story telling all you had to know and what you had to do. Compare this to how the Iroquois planted corn, squash, and beans. How were your experiences the same and how were they different? Where did you get your supplies and tools? Where did you learn how to do this? How did the Iroquois learn how to do this?

F. Research how the Iroquois turned corn into cornmeal. Grind some corn into cornmeal and use this to make cornbread.

G. The utilization of the forest trees: build a diorama of an Iroquois settlement. Show how they used these logs to build loghouses and palisades. Why did they have palisades? How often did they move their settlement? Why?

Station IV—How Did the Sioux Adapt to Their Environment Through Their Use of Animals?

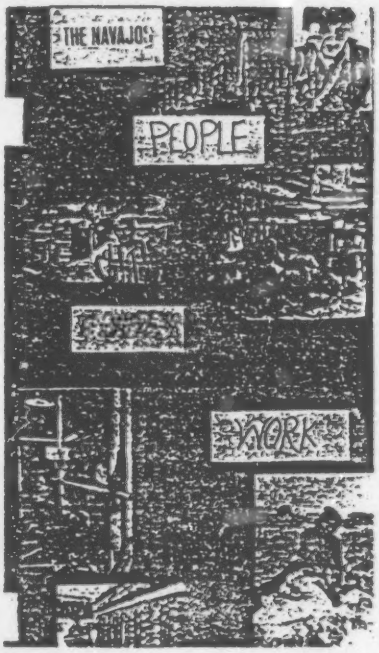
A. Students should make data cards or posters from which their classmates can learn about the environment of the Sioux (see Task A, Station III).

B. The buffalo.

1. Make an illustrated poster of a buffalo. Show with arrows all the different uses of the different parts of the buffalo.
2. Make a list of all the things you use during a day that involve the utilization of an animal. Compare lists with a list of Sioux contacts with animal products. What conclusions can be drawn?
3. Make a model of articles made from the buffalo, i.e., a tipi, warrior's shield, toys carved from buffalo horns.
4. Stage a play representing a festival or ceremony about the buffalo; include a Sioux legend or a Sioux chant. Explain why you were dressed and decorated the way you were, and the meaning of the ceremony after your presentation.

C. A discussion of the ritual surrounding the introduction of a new child to the world by the priests of the Omaha (Plains Indians) subclan could follow from a sensitive reading of this chant:

Ho! Ye Sun, Moon, Stars, all ye that move in the heavens,
I bid you hear me!
Into your midst has come a new life.
Consent ye, I implore!
Make its path smooth, that it may reach the brow of the first hill!
Ho! Ye Winds, Clouds, Rain, Mist, all ye that move in the air,
I bid you hear me!
Into your midst has come a new life.
Consent ye, I implore!
Make its path smooth, that it may reach the brow of the second hill!
Ho! Ye Hills, Valleys, Rivers, Lakes, Trees, Grasses, all ye of the earth,
I bid you hear me!
Into your midst has come a new life.
Consent ye, I implore!
Make its path smooth, that it may reach the brow of the third hill!
Ho! Ye Birds, great and small, that fly in the air,



Ho! Ye Animals, great and small, that dwell in the forest,
Ho! Ye Insects that creep among the grasses and burrow in the ground,
I bid you hear me!
Into your midst has come a new life.
Consent ye, I implore!
Make its path smooth, that it may reach the brow of the fourth hill!
Ho! All ye of the Heavens, all ye of the Air, all ye of the Earth,
I bid you all to hear me!
Into your midst has come a new life.
Consent ye, consent ye all, I implore!
Make its path smooth—then shall it travel beyond the four hills![1]

Comparisons could be made between their ceremonies and wishes for the new child and ours (survey of messages on birth announcements and greeting cards).

D. The use of Indian legends and folklore is encouraged.

1. Legends could be used to encourage aesthetic sensitivity to the culture and could be a source of information for

[1] A.C. Fletcher and F. LaFlesche, *The Omaha Tribe*, Bureau of American Ethnology, Annual Report 27, 1911, pp. 115-116 as cited in E. Adamson Hoebel, *Man in the Primitive World*, New York: McGraw-Hill Book Co., 1958, pp. 375-376. Used with permission of McGraw-Hill.

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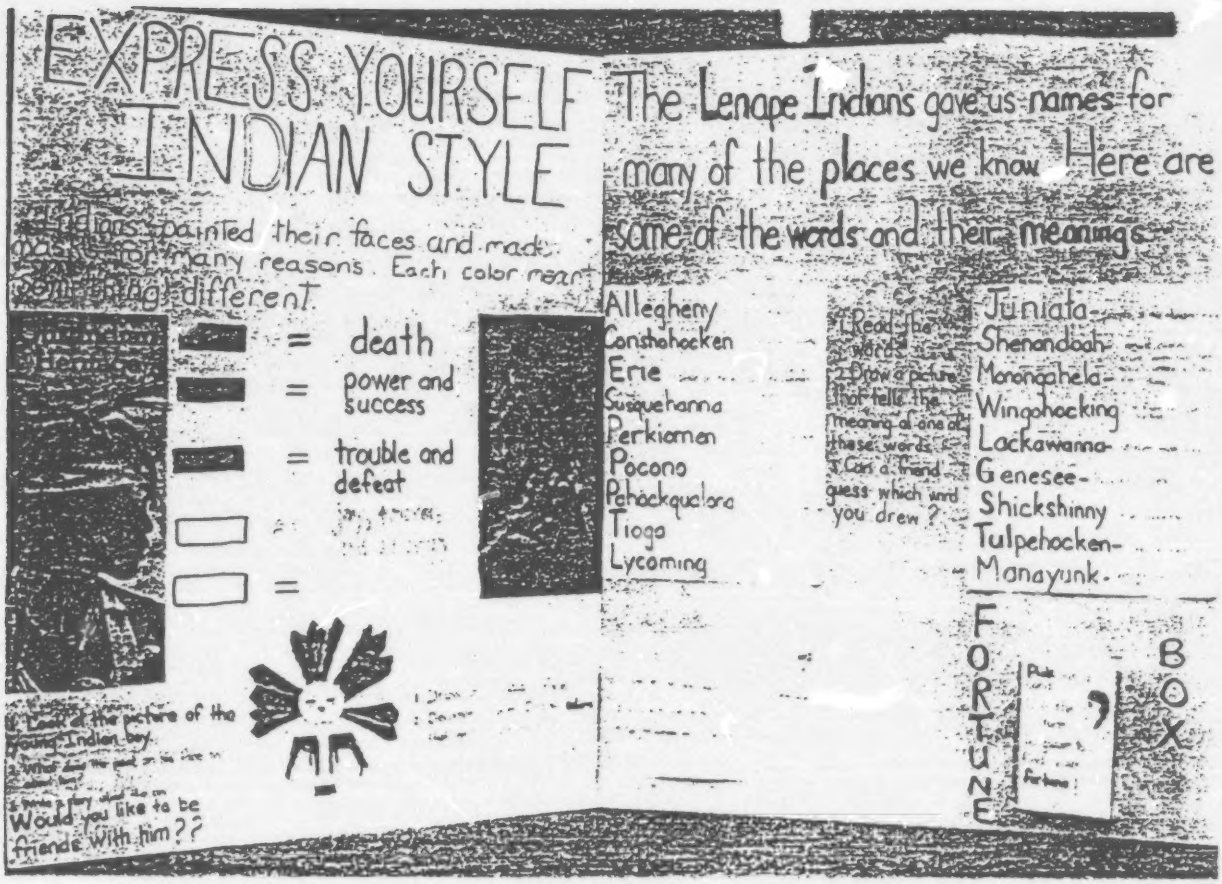

values discussions. Clues as to how the Indians felt and behaved towards their environment could be discovered.

2. Folk tales could be examined for models of cultural heroes. What characteristics should a good Sioux or Navaho have? Why? (How might these be adaptive?) This could be contrasted with norms for the "good" American schoolboy or girl and the "good" American father or mother.

E. Learning stations on the Navaho should include activities involving weaving, and a documentary movie tracing the wool from the birth of a lamb to the finished blanket. Looms could be built and weaving done in the classroom.

F. Learning stations on the Navaho should include an activity in which the students do a Navaho sandpainting: research should be done on the gathering of supplies, the meaning of the symbols, why it was done, and by whom and on what occasions.

Station V—What Really Happened at the Battle at the Little Big Horn or the Battle of Wounded Knee?

There should be contrasting accounts of these battles. Perhaps an account by a government publication and an account from an anthropologist,[4] an account in a children's trade book[5] and an account from an Indian eyewitness.[6] Students would be asked to note (1) how the different accounts made them feel; (2) how they were similar; (3) how they were different; (4) why each account was

[4]James Mooney, *The Ghost Dance Religion and the Sioux Outbreak of 1890*. Chicago: The University of Chicago Press, 1965.

[5]Sonia Bleaker, *The Sioux*. New York: William Morrow & Co., pp. 130-136 (Custer's Last Stand), pp. 145-150 (Battle of Wounded Knee).

[6]John Neihardt, *Black Elk Speaks*. Lincoln: University of Nebraska Press, 1961.

different: (5) what they have learned from this experience about the "facts" of history.

Station VI—Indians have affected the lives of the non-Indian in the United States and the non-Indian has affected the lives of the Indian. Make a list of words, ideas and activities that we have borrowed from American Indians. Start by looking at maps of North America, your state and community. What states, bodies of water, cities and streets in your town bear Indian names?

Topics for additional activities on the history of North American Indians might include (a) origins of the Indians; (b) the story of the Indians and the early settlements of Jamestown and the Pilgrims; (c) the "Trail of Tears" (the removal of the Cherokee), and the "Ghost Dance Religion." Research might be done on famous Indians (and the question asked, "famous to whom?"). How might our list of famous Indians differ from an Indian's list? Candidates for study might include Sequoyah, Tecumseh, Hiawatha, Crazy Horse, Chief Joseph, or Ishi. Students may wish to do historical research about the origin of popular stereotypes about Indians such as scalping.

In terms of acculturation, the Iroquois' trade and treaty arrangements with the early settlers and the governments of England and France can be studied. What happened to the famous Six Nations? How do these Indians live today?

The Sioux may be studied in terms of the impact of the horse on their culture. What was their life like prior to the introduction of the horse? Who introduced the horse? How did it change their means of procuring food, their style of settlement, their wars with neighboring cultures? The implications of the disappearance of the buffalo should also be studied. Why and how was the buffalo decimated? What happened to the Sioux as a result of the slaughter of buffalo?

The Navaho are an excellent example of the acculturation process. Their incorporation of herding sheep, weaving blankets, and becoming silversmiths could all be studied from this perspective.

Station VII—What do Indians today have to say about their way of life? Students can write letters to acquire issues of Indian newspapers.[7] Selections should be made to include in the sample a militant Indian newspaper, a newspaper specific to one culture (e.g., *The Navaho Times*), a newsletter put out by an Indian Mission. These could be compared to an issue of the students' local newspaper.

Station VIII—What do Indians and non-Indians today have to say about Indian problems? There should be a balanced selection of articles and poetry from both militant and non-militant, reservation and non-reservation Indians. Station VIII contains these three sources of information on Indian life and culture:

A. The song "My Country 'Tis of Thy People You're Dying" by Buffy Sainte-Marie.
B. "School and the Six Nations Museum" by John Fadden (Mohawk).[8]
C. "Message from the President of the United States, March 6, 1968," by President Lyndon Johnson.[9]

Questions that might be discussed from each source are: What is important to the author? What problems of the Indian do they perceive? Are any answers proposed by the author?

The explication of the various themes concerning North American Indians has been designed to get students directly involved in the teaching/learning process. This sample of eight stations was presented to demonstrate both the possible range and depth of investigation inherent in the Learning Center approach to a complex and challenging topic.

Both the Who Am I? and the North American Indians Learning Centers stress activities designed to have students "do" social science. Affective and cognitive processes were integrated throughout a variety of learning stations, and the use of these Learning Centers requires an active engaged role for both students and teachers.

V. Evaluation of Learning Center Activities

Many of the activities in the Learning Center serve the function of helping the student to organize, synthesize, and evaluate the content and processes that he or she has acquired. Sometimes it is important for the student to have a concrete representation of what he has learned to be able to show and share with others. Examples of this might be his notebook on the Indians, data organized from questionnaires, poems and stories, face and body drawings, and other materials collected from the various learning stations. Prominent public display of student posters or student-created learning stations, photographs of role-playing, puppet shows, and presentations to the class are important. They give the student, his peers, and the teacher a chance to see, take pride in, and evaluate what has been learned.

The teacher may deliberately in-

[7] Addresses will be found in "Current North American Indian Periodicals" by the Center for the Study of Man, Smithsonian Institution. *Social Education* Vol. 36, No. 5, May 1972, pp. 494-500.
[8] *Ibid.*, p. 507.
[9] *Ibid.*, p. 506.

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clude in a learning station an activity designed to organize and order, sequentially or by comparison, much of the data many students have been collecting. Examples might be the ordering, in the hand-drawn "movie," of the sequence of subsistence activities of the Indians in the different seasons of the year, or of the important stages and ceremonies in the life of Sioux children.

The teacher and students are often astonished and pleased to see how much knowledge they have generated when they integrate and reflect upon their data in retrieval charts. One example is a chart that organizes all the data about the Sioux, Navaho, and Iroquois so that similarities and differences can be noted. The teacher might include as a final step in the station:

A. list five differences you notice among North American Indians;
B. list five patterns of life that you see as similar;
C. using one of your comparisons, write a sentence that explains why you think that there is this similarity or difference among the Indians.

A chart on the problems of the Indians of today might contain a column of problems, a column of ideal solutions, and a column containing information on what is currently being done to alleviate the problems. Many activities that result in concrete products or charts that order, synthesize, and require higher level abstract thinking skills can be included in the Learning Center; we maintain that such activities may be more powerful, more fun, and far more of an indicator of comprehension and cognitive growth than traditional objective tests.

Stations in the Learning Center can be devoted to the development of self-evaluation skills. One very simple technique is to have the students list three or four things they have learned in this learning station. These can then be displayed for others to read.

A station might be devoted to the creation and administration of pre- and post-tests by the students themselves. For example, the students might interview their classmates to ascertain the verified information, stereotypes, and ignorance held about a particular group of people prior to and after the development of a Learning Center.

Students who built projects or learning stations for use by their peers should explain the processes and decisions involved in developing the station. Students can attach to learning stations cards that explain the rational construction and use.

The entire class should also evaluate the Learning Center. The teacher may want to model how one evaluates by first using as an example a learning station she has created. She may ask for comments on the learning station's physical appearance, quality of the ideas presented, type of construction, and sources from which the information was obtained. She might seek suggestions as to how it might be improved or suggestions to show that there is not one right way to build a center.

Comments by peers about each other's work are powerful. Students see that opinions differ and different students prefer different activities for different reasons. Ultimately the Learning Center should be evaluated on a functional basis: "As we examine this activity, how well did it teach us and how well did we learn?"

Useful Resources for the *Who Am I? Learning Center*

de Regniers, M.M., *et al.* (eds.), *Poems Children Will Sit For*, New York: Scholastic Book Services, 1973.

Dewey, John, *How We Think*, New York: D.C. Heath and Co., 1933.

Freire, Paulo, *Pedagogy of the Oppressed*, New York: Herder and Herder, 1971.

Gibson, John S., *The Intergroup Relations Curriculum: A Program for Elementary School Education*, Vol. II, Medford, Mass: Lincoln Filene Center for Citizenship and Public Affairs, 1969.

Jones, Richard M., *Fantasy and Feeling in Education*, New York: Harper Colophone Books, 1970.

Peters, R. S., *Ethics and Education*, Atlanta: Scott, Foresman and Co., 1967.

——— (ed.), *The Concept of Education*, New York: The Humanities Press, 1967.

Raths, Louis E., Harmin, Merrill, and Simon, Sidney B., *Values and Teaching*, Columbus: Chas. Merrill Publishing Co., 1966.

Rogers, Vincent R. (ed.), *Teaching in the British Primary School*, Toronto: Macmillan, 1970.

Stanford, Gene and Roark, Albert E., *Human Interaction in Education*, Boston: Allyn and Bacon, Inc., 1974.

Wisniewski, Richard (ed.), *Teaching About Life in the City*, Washington, D.C.: National Council for the Social Studies, 1972.

Useful Resources for the *North American Indians Learning Center*

Bealer, Alex W., *Only the Names Remain: The Cherokees and the Trail of Tears*, Boston: Little, Brown and Company, 1972.

Bleeker, Sonia, *The Navajo: Herders, Weavers and Silversmiths*, New York: William Morrow and Company, 1958.

Glubok, Shirley, *The Art of the Southwest Indians*, New York: Macmillan, 1971.

Hirschfelder, Arlene, "Bibliography of Sources and Materials for Teaching About American Indians," *Social Education*, Vol. 36, No. 5, May 1972, pp. 488-493.

Jones, Charles (ed.), *Look to the Mountain Top: Our True Indian Heritage*, San Jose: Gousha Publications, 1972.

Josephy, Alvin, *The Patriot Chiefs*, New York: Viking Press, 1961.

Neihardt, John G., *Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux*, Lincoln: The University of Nebraska Press, 1961.

North American Indians, text by Brown, Joseph Epes; photographs by Curtis, Edward S., Philadelphia: Philadelphia Museum of Art, 1972.

Willey, Gordon R., *An Introduction to American Archeology*, Vol. I, Englewood Cliffs: Prentice-Hall Inc., 1966. ■

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INSTRUCTIONAL BLOCK 3

"Factors of Production and Their Efficient Utilization"

In this segment of instruction students will:

1. define and give examples of the factors of production--(natural resources), labor and capital.
2. read and study an exemplary unit of instruction which integrates social studies/economics with other subjects of the elementary school curriculum.
3. define and give examples of the economic concept, "opportunity cost."
4. employ a productive thinking strategy to determine alternative uses of a resource.
5. discover the effect of training or education (human capital) on the output (productivity) of labor.

PART A

"Factors of Production"

PURPOSE: To develop students' ability to identify and categorize economic factors of production-land (natural resources), labor and capital

To introduce unit teaching of social studies through the reading and study of a concrete example

MATERIALS: Wooden pencil(s)

The Book Company by Diane Reinke and Margit McGuire (Washington Council on Economic Education, 1980)

One or more copies of the booklet, Learning Economics Through Children's Stories by Nappi, Luksetich and Dawson (Joint Council on Economic Education, 1978)

PROCEDURES:

1. Hold up a new wooden pencil for the class to see. You may wish to pass the pencil (or pencils) around the class for closer observation. Explain that as a group the class will now make a list of all the things that were needed to produce this finished product (good). Make a chalkboard listing of student responses.

2. Introduce the concept labels and definitions for the factors of production - land (natural resources), labor and capital listed at the beginning of the lesson, "Case Study: Natural Resources, Land and Capital," found in The Book Company, pp. 29-34 (also provided in the materials for this instructional block). Then have students categorize each item of the chalkboard listing as land, labor or capital.

   Explain that this was a brief demonstration of deductive teaching; that is, the teacher gave the meanings of concepts and students then used those definitions/meanings to categorize specific examples. Ask, "How might a teacher have used inductive teaching in this categorizing activity?" (In essence, students would have been asked to group items on the basis of similarities and then provide a rationale/definition and name/label for each group derived; that is, students would have used specific examples to derive general group classifications and concept names for the groups.)

3. Distribute copies of The Book Company. Conduct the lesson, "Case Study: Natural Resources, Labor and Capital," from The Book Company, pp. 29-34. Direct students' attention to pp. 33-34. Explain that this material illustrates the authors' suggested technique for evaluating student learning. In this lesson evaluation, the authors are asking students to give recall examples of the factors of production which have been presented in the lesson story. Discuss alternative methods of evaluation which would ask students to go beyond recall and require that they transfer or apply their learning to a new situation.

4. Focus on the use of a teacher-developed story as the "core" of this lesson. Ask students to identify some advantages of using stories and children's trade (literature) books to introduce social studies content. For example: 1) develop children's listening skills, 2) children's listening vocabularies are larger than their reading vocabularies, hence more difficult material can be utilized. Show students the booklet Learning Economics through Children's Stories and explain that this is a helpful source for teachers who would like to incorporate more literature in their economics/social studies teaching. Place copies of the booklet in a central location for potential use by students.

5. Explain that most elementary teachers do not teach social studies by using a series of daily lessons unrelated to each other. Rather several lessons are organized around a topic of study, project, concept, problem, etc. and in the process, the "whole" becomes greater than its separate "parts." This method is labeled unit teaching. The Book Company illustrates a social studies (economics) unit which also is correlated with language arts, mathematics and art. Direct students (as a homework assignment) to read and study this unit paying special attention to how the lessons are sequenced to result in a student product.

6. A very useful source for obtaining complimentary copies of teacher-tested economics/social studies units, many of which emphasize correlation with other subjects and student involvement, is the National Depository for Economic Education Awards. This depository contains all of the national award winning teacher projects of the Joint Council on Economic Education/International Paper Company Foundation annual national competition. First, one should write to obtain a complimentary bibliography of the units/projects available from the depository. The teacher can then use this bibliography in deciding which materials would best fit his/her social studies curriculum. Complimentary copies of units/projects can then be ordered directly from the depository.

   Mr. George Palmer
   National Depository for Economic Education Awards
   Milner 184
   Illinois State University
   Normal, Illinois 61761
   Phone: (309) 436-8355

   NOTE: The methods teacher may wish to order a few units in advance in order to show students the exact type of material that is available from this source.

CASE STUDY: NATURAL RESOURCES, LABOR, AND CAPITAL[1]

Concepts:

Resources
Anything that can be used to satisfy human needs and wants.

1. Natural Resources - Resources that come from the earth and can be used in production such as water, crude oil, mineral deposits and farmland.
2. Labor - People who do work.
3. Capital - Items made by people that are used in production such as tractors, machines and tools.

Objective:

Given a case study and discussion, the pupil will demonstrate understanding of the above concepts by:

1. listening to the case study
2. answering questions relating to the case study
3. drawing pictures of resources necessary to produce an apple.

Materials:

Case study, "The Double Delicious Company" (pages 31 and 32)

For each pupil:
Apple Resource Worksheet
Crayons

Activity Description:

1. Discuss how resources are used to satisfy our needs and wants. The following statements will be helpful in the discussion:
   a. Natural resources, labor resources, and capital resources work together to bring us food, clothing, and shelter (needs).
   b. Natural resources, labor resources, and capital resources work together to bring us transportation, electricity, highways, furniture and luxury items (wants).

[1]Taken from The Book Company by Diane Reinke and Margit McGuire, Washington Council on Economic Education, 1980.

2. Draw a picture of an apple on the blackboard. Ask the pupils the following question: What resources are used in the production of an apple? (rain, sunshine, land to grow the apple trees, people, ladders, bins, people to pick the apples, boxes, trucks to deliver the apples to the stores.)

3. Print on the board:

   Natural Resources + Labor Resources + Capital Resources = Product

   Tell the pupils that natural resources, labor resources, and capital resources are all necessary to bring people products such as apples. Stress the fact that all these resources are valuable. If you go to the grocery store and buy an apple, you pay a certain price for it. Let's say ten cents. That ten cents is used to pay all the costs of producing the apple plus providing a profit to the apple grower, the processor, and the grocery store owner. Often the cost can change depending on certain things, such as how many apples there are for sale and how many people wish to buy apples.

4. Read the story, "The Double Delicious Company" to the pupils (see pages 31 and 32).

5. Discuss the story with the pupils. In order to involve all pupils in this discussion have pupils quietly share their answers with a neighbor first and then share with the total class.

   QUESTIONS FOR THE DOUBLE DELICIOUS COMPANY STORY

   1. What did the Double Delicious Company produce? (apples)
   2. What resources did Johnny and Jennifer use in their company?
      (natural - tree, rain, sunshine
      capital - wagon, crates, fruit stand
      labor - themselves)
   3. How did the Double Delicious Company help Johnny and Jennifer get the skateboards they wanted?
      (They sold the apples and bought the skateboards with the money.)
   4. Can you think of other items a person could sell?
      (lemonade, tomatoes, sweet corn, cherries, cookies, artwork)
   5. What resources would be necessary to produce the products in question four?
   6. Would you like to have your own business like Johnny and Jennifer? Why or why not?

THE DOUBLE DELICIOUS COMPANY

Johnny and Jennifer Green are twelve-year-old twins. They were given a very special present on their sixth birthday. You would never guess what it was! It came in a big pot, had leaves, and delicious red fruit grew on it. If you have guessed an apple tree, you are right.

Johnny and Jennifer weren't very excited about the tree when they received it; they were hoping for toys. In just six years though, Johnny and Jennifer have come to appreciate the tree very much.

They planted the tree when it was very small. Now, just six years later, the tree has grown very large. It produces big, red, juicy, delicious apples. M-m-m-m, are they good! Johnny and Jennifer are glad that they had watered the tree, weeded around the tree, pruned the tree and sprayed the tree for insects. They are also thankful for sunshine and rain which have helped the tree grow. Johnny and Jennifer like to pick the apples from their tree. They love to eat their apples. There is a problem, however; they can't eat all the apples that grow on their tree. They share some of the apples with their friends, but even their friends get tired of eating the fruit.

One day recently, Jennifer had an idea. She rushed into the garage, found some wood, nails, and a hammer, and started building a fruit stand. She told her brother Johnny her idea. He thought it was a good one and started to help her with the stand. They decided to share the work of picking the apples, carrying them to the fruit stand, and shining the apples. They also decided to call their business, "The Double Delicious Company." They finally had all of the things they needed to start their business. The fruit stand, the boxes in which to put the apples, the apples, a wagon to pull the boxes to the fruit stand, and the workers (themselves).

The twins set up their business one morning and waited only a short time at the fruit stand until the first customer came. A man got out of his car and asked, "How much do the apples cost?" The twins both said, "25 cents!" The customer said, "Wow that's a good price! I'll take two apples." Lots of customers stopped that day and everyone bought several apples. That night the twins counted their money. They had earned $8.50. The second day they earned $10.75. Before Johnny and Jennifer could start business on the third day, however, they had to pick more apples. They noticed that there weren't many apples left and they returned to the fruit stand. They sold all of the apples they had left at the stand that day and earned $13.25. That's a lot of money! Do you know how much they earned altogether? ($32.50 is the correct amount.)

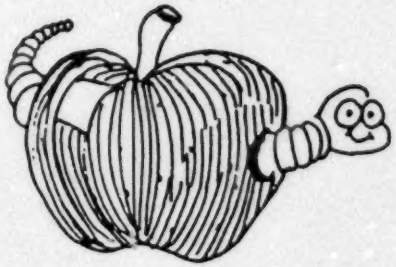
Yesterday, Johnny and Jennifer went out to their apple tree. They were sorry to see only a few apples left. They picked the last apples and took them to the fruit stand. Soon they had sold all of them. They made $4.00, for a total amount of $36.50. They closed their fruit stand for the season.

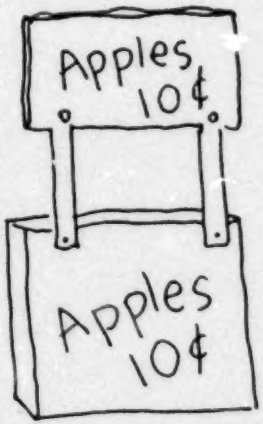
Now, what are they going to do with their money? They want so many things. What do you think they should do with the money? Both Jennifer and Johnny want to buy skateboards. They can buy two and have $10.00 left over. What do you think they will do with the extra $10.00? Do you think they should buy another $10.00 apple tree?

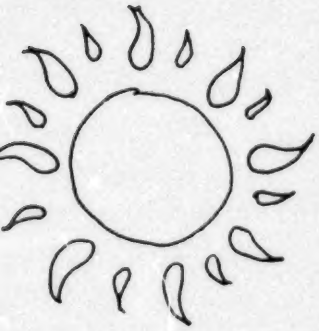
SAMPLE

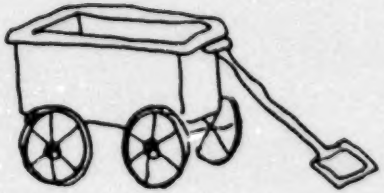
NAME _____

WHAT RESOURCES WERE NECESSARY TO PRODUCE THE APPLE?









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NATURAL RESOURCES

LABOR RESOURCES

CAPITAL RESOURCES

BEST COPY AVAILABLE

NAME _____

WHAT RESOURCES WERE NECESSARY TO PRODUCE THE APPLE?

TURAL RESOURCES LABOR RESOURCES CAPITAL RESOURCES

PART B, SEGMENT 1
(25 minutes)

"What's the Use?"

PURPOSE: To present the idea that any resource has a variety of potential uses (hence the need for choice or decision-making) and, in the process engage students in a practice/demonstration of fluent and divergent thinking

MATERIALS: Resource cards (1 per each group 4-5 students)

Large sheets of butcher or chart paper (one sheet per group)

Felt-tipped pens

PROCEDURES:

1. Divide the class into groups of four or five students each. Give each group one of the resource index cards, a large sheet of chart or butcher paper and a marking pen. Explain that each group is to think of as many alternative uses for its resource as possible within a five minute period. For each use a group identifies it is to assume that all the resource would be used for that purpose. One person in the group will be responsible for listing all the responses on the chart paper. The recorder should also write the resource of the group at the top of the paper.
2. By group, the class examines and discusses each group's resource and suggested uses for the resource. If other class members suggest other uses for a resource, they may be added to the listing but should be separated from the original group's responses, e.g., dotted line or separate column.
3. Original groups review their listings and choose the one use they would most want for the given resource. As groups report their decisions ask, "What did you give up when you decided to use the resource for that purpose?" If students respond that they gave up the chance to use the resource for all the other things on the list, ask, "Could the same given resource have been used for all those purposes?" In other words, bring out the idea that what is given up is the next best alternative, not all alternatives, given up or foregone when a choice is made to use a resource in a particular way. After all groups have reported their choices, write the term, "opportunity cost," for this concept on the chalkboard and ask students to derive a definition for the concept. The instructor, or individual students, should present other personal examples of the concept of opportunity cost.
4. Bring out the idea that once a use is decided for a resource, that resource can not be used for other purposes; therefore, it is essential that a person's/society's first choices be made wisely.

5. Discuss the following question, "If a resource can be used in many alternative ways, how does our market economy most often decide the one way in which the resource will be used?"

6. Conduct a short discussion focused how the listing activity was structured to promote fluency and flexibility of student responses - divergent thinking behaviors. Explain that often students have been conditioned to only come up with the one "correct" response, but problem solvers of the present and future must be able to generate a number of different responses for evaluation, i.e., must be open-minded. What is needed in classrooms of all levels are many activities to give students opportunities to engage in:

   a. fluent thinking
   b. flexible thinking
   c. original thinking

RESOURCE INDEX CARDS

Eight (8) Boy Scouts for eight (8) hours of time

Forty (40) acres of unused land on the edge of a city of 100,000 people

Twenty (20) sheets of 4' by 8' plyboard

500 red bricks (the size and type used in home building)

$100 dollars to be used for the purchase of classroom supplies/materials (not to include hard-bound texts)

100 empty tin cans (of the common size used in the production of canned fruit or vegetables)

PART B, SEGMENT 2
(25 minutes)

"Investment in Human Capital"

PURPOSE: To demonstrate that an investment in the training (human capital) of labor/workers can result in increased productivity (output per unit of input)

MATERIALS: Spelling Test (two copies per student)

Individual copies of handout, "Study Skills Guidelines"

PROCEDURES:

1. Begin the lesson with a short review of the economic factors of production--land (natural resources), labor and capital. Ask students to provide a definition and one or two examples of each concept.
2. Point out that in the last activity students learned that a resource can be used in many different ways. Once a choice has been made on how a resource will be used, one of the next important questions is, "How can that limited resource be used in such a way as to get the most possible output from it?" Present this idea, as it relates to land, by asking the following question: "What techniques have farmers used to get the maximum output from a limited amount of land suitable for farming?" (use of fertilizers, irrigation systems, conservation techniques, improved technology, etc.).
3. Tell the class that this activity should present some insights into how one can make labor or workers more productive; that is, capable of producing more output. Distribute one sheet of the handout, "Spelling Test," to each student. Explain that they will be asked to try to correctly spell eight words. Pronounce each word to be spelled and then use the word in a sentence. Present the following words and sentences. Have the students try to spell each word on their papers after you pronounce it.

1)	fiefdom	- In olden times a ruler had complete authority over his fiefdom.
2)	conceivable	- Is it even conceivable that a person would do something like that?
3)	reign	- The king enjoyed a prosperous reign of thirty years.
4)	fiend	- A devilish person is thought to be a fiend.
5)	deceitful	- Lynn can be a very deceitful person at times.
6)	neighing	- The horses were neighing in the pasture.
7)	receiving	- You should be receiving the package within the next week.
8)	niece	- My niece will be visiting during the New Year's holiday.

4. Read the correct spelling of each word and have students score their own papers. Figure the total correct spellings for the class (individual correct responses totaled) and explain that this total can be considered the class output for this task or "work" period.

5. Ask class members if they noticed anything similar about the eight words they just spelled. If no one noticed that each word contained the common "ie-ei" spelling problem, point that out and write the following jingle on the chalkboard.

> Use i before e, except after c,
> Or when sounded as /ā/, as in
> neighbor and weigh.

Explain that the jingle won't help students remember all "ie-ei" spellings, but it will help them remember enough to be valuable. Provide practice in applying the jingle by returning attention to the eight words previously spelled. Write the correct spelling for each word on the chalkboard and elicit student responses as to how the spelling fits the jingle. Present the following three new words and have students use the jingle to determine their spelling.

veil	(e before i, because of the /ā/ sound)
pierce	(i before e, because the letters do not follow c or have the /ā/ sound)
perceive	(e before i, because the letters follow c)

6. Erase the chalkboard and distribute another copy of the handout, "Spelling Test," to each student. Students attempt to correctly spell each word following the instructor's pronunciation of each word and reading of each word used in a sentence.

1)	thievery	- Thievery is not tolerated in most societies.
2)	conceited	- John's extreme pride in himself leads some people to think he is conceited.
3)	beige	- Beige is a pale brown color.
4)	retrieve	- Watch the dog retrieve the stick thrown by its owner!
5)	receipts	- The sales receipts of the store were higher this week than last week.
6)	freight	- How much freight can a large steamship hold?
7)	ceiling	- The ceiling was nine feet high.
8)	besiege	- The attacker besieged his enemy's fortress.

7. Again have students correct their own papers and determine the total number of correct responses for the entire class. Compare this total with the total correct on the first spelling test. Ask, "Why was spellers'/workers' output higher on the second test?" Discuss the impact of training or education (often called human capital) on output. Ask students to give other examples of investment in "human capital," e.g.

a. The fire department sends its firefighters to a workshop on fighting chemical fires.
b. The company sends a repairperson to school to learn how to fix a new type of microwave oven.
c. The school sponsors a teacher workshop on the use of new teaching methods in reading.

8. Point out that most of what they will be doing in the classroom can be considered an investment in "human capital." Explain that this lesson demonstrated the impact of investment in human capital on workers' output in a very brief way. A longer-term demonstration of the concept could be incorporated into the spelling class by having students learn and use the handout, "Study Skills Guidelines." Student spelling scores after using the guidelines for four or five weeks could be compared to spelling scores before the study guide suggestions were introduced.

9. Make the assignments given for this instructional block.

SPELLING TEST

1.

2.

3.

4.

5.

6.

7.

8.

STUDY SKILLS GUIDELINES[1]

1. Take a pre-test on the material before you start studying, so you can spend your study time on the words you have not yet mastered.

2. Divide the words you need to study into groups of 3 or 4. Do not try to learn all of them at once. Take the easiest 3 or 4 and practice them until you know them, then move on to the next group. Practice with a partner.

3. First make sure you can read each word and can tell what it means. Then practice spelling each word in the group of 3 or 4, one at a time.

4. When you practice spelling a word, always correct the word before you write the next word. Compare your word against a written one (don't just have it spelled orally). If you made a mistake on a practice test, stop and look at your mistake. Talk to your partner and try to come up with a clever way to remember how to spell the missed word. Then, write that word correctly before you take the next word on the list.

> Mnemonic devices (techniques to assist in improving memory) are clever ways to help you remember something.
>
> The principal is a friend.
> Stationery has an e because write ends in e.
> Loose is loose enough for two o's.

5. Once you get 100% on a set of 3 or 4 words, practice taking a test on those 3 or 4 words at least five more times. Continued practicing after you get 100% is called overlearning. Overlearning helps you remember.

6. Correct your own words. Students who correct their own practice work do better on final tests.

[1]Taken from Instructional Materials for Economic Education (Grades 4-6), Iowa Council on Economic Education, The University of Iowa, Iowa City, Iowa, 1981, p. 8-4.

ASSIGNMENTS FOR INSTRUCTIONAL BLOCK 3

1. Read pages 14-23 of Introducing Economics.

2. Read pages 27-45 of A Framework for Teaching Economics: Basic Concepts.

3. Examine the section of the social studies text which deals with lesson planning and unit planning. Identify similarities and differences between these two types of plans.

4. Study the unit, The Book Company. Devote special attention to Lessons 2-6 in preparation for the next class session as these lessons relate directly to the methodology presented in the next instructional block.

INSTRUCTIONAL BLOCK 4

"Capital Goods and Productivity"

In this segment of instruction students will:

1. identify examples of capital goods and understand the importance of capital goods in increasing productivity (output per unit of input).
2. observe and apply the demonstration of a model lesson plan format for concept teaching.
3. identify thinking processes associated with student inquiry and problem solving.
4. become familiar with the components/process of problem solving through participation in a social science experiment.

PART A

"Capital Goods - Concept Teaching"

PURPOSE: To demonstrate an instructional strategy for the teaching of concepts from the social sciences and other subject areas of the elementary school curriculum

MATERIALS: Transparencies #1-10

Individual handouts, Post-test

Individual handouts, "A Strategy for Concept Teaching"

PROCEDURES:

1. Begin the lesson with a short discussion of the importance of focusing social studies classroom instruction on key concepts of the social sciences. Ask students to identify some important economic concepts. (If students have difficulty, redirect them to page 9 of A Framework for Teaching Economics: Basic Concepts.)

2. Tell the class that today you are going to demonstrate one instructional strategy for concept teaching. (Many other strategies have been developed by educators.) Explain to students that their major assignment for this instructional block will be to use the demonstrated strategy in the development of a concept lesson of their own; therefore, it is important that by the end of this class period they fully understand the strategy.

3. Distribute copies of the handout, "Lesson Plan Format for Concept Teaching." Direct attention to the first section, "Basic Preliminary Steps," and explain that before the actual teaching of the concept lesson the teacher must:

   a. clearly identify the concept/concept words to be taught. (In this lesson the concept is that of "capital goods.")
   b. determine the essential characteristics of the concept. (This is a very important element because the teacher will be structuring questions for Model Step 1 which focus students' attention on the characteristics of the concept. In this lesson the essential characteristics of the concept are (a) items made by humans and (b) used in production of other goods and/or services.
   c. collect examples and non-examples of the concept (picture illustrations, stories, reading passages from the textbook, etc.).

   Have students read the four model steps of the strategy for concept teaching as delineated on the handout.

4. Tell students that in this demonstration they will learn the meaning of the term, "capital good." Then teach the concept using the four model steps shown on the strategy handout.

NOTE: 1) It is highly recommended that the instructor use the chalkboard to
   a. record what students think is happening in each picture.
   b. record elements of the pictures related to the essential characteristics of the concept (in the case of the examples).

2) The questions presented here are only illustrative. The methods instructor should feel free to develop his/her own pattern(s) of questions.

STEP 1: Present examples and non-examples.

a. Present transparency #1 and tell the class that this picture illustrates a "capital good."

1) What do you see in this picture?

2) Why is the farmer using a tractor? Point out that the tractor is the capital good in this illustration.

3) What is being produced by the tractor? What will likely happen to the goods produced with the help of the tractor?

4) Where do you think the farmer got the tractor? Who produced the tractor?

b. Present transparency #2 and again tell the class that this picture illustrates a capital good. Ask the following questions.

1) What is happening in this picture?

2) What is the secretary using in her work? Point out that the typewriter is the capital good.

3) What is the secretary producing when using a typewriter? Why is she using a typewriter? How else might this work be done?

4) Where did the secretary (or her company) get the typewriter? Was the typewriter developed (invented) in the past by other humans? Why was the typewriter developed?

c. Present transparency #3 and ask questions similar than those in (a) and (b) above. Questions should focus on the bringing out of the essential characteristics of the concept; that is in the case of a capital good, (1) thing created by humans (2) used in the production of other goods and/or services.

d. Show transparency #4 and tell the class that this picture does not illustrate a capital good.

   1) What is happening in this picture?

   2) How is this picture different from the first picture we saw (transparency #1)?

   3) How is it like the first picture?

e. Present transparency #5 and explain that this picture also does not illustrate a capital good. Ask questions similar to those in (d) above.

f. Show transparency #6, explain that this picture does not illustrate a capital good and ask appropriate questions such as those in (d) above.

STEP 2: Students identify characteristics of the concept by comparing examples and non-examples and defining the concept.

This step is achieved by having students compare and contrast the presented illustrations. First focus on the three presented examples of capital goods. Ask:

a. How are the three pictures alike?
b. What is happening in these three pictures that is the same?
c. What do the tractor, typewriter and concrete mixer have in common? For what is each of these machines being used? (Bring out the point that the machines are producing goods and/or services.)
d. Who produced the tractor, typewriter and concrete mixer? (Point out that one characteristic of a capital good is that it is created by humans.)

Then turn to the three non-examples presented in Step 1. Ask:

a. How are these pictures like the first three pictures? (They all show a finished product or the production of a product. They all contain people.)
b. How are these pictures different from the first three pictures? (They do not illustrate a tool [machines in the case of the first three examples] which can be used to produce other goods/services.)

Have the students define the concept by asking, "From what we have seen in these pictures, what is a capital good?" Help students form a succinct definition which includes, at minimum, the two essential characteristics of the concept. Write their definition on the chalkboard.

STEP 3: Present more examples and non-examples and have students identify each as an example or non-example.

In order, present transparencies #7-10. For each picture ask:

a. Is this an example of a capital good?
b. If the illustration is an example of the concept,
    1) What makes this a capital good?
    2) How does the picture fit our definition of a capital good?
c. If the illustration is a non-example,
    1) Why is this not a capital good?
    2) What parts of our definition of a capital good are absent in this picture?

At this point the instructor may wish to go back to the three non-examples (Transparencies #4-6) used in Step 2 and ask students what could be changed in each picture to make it an example of a capital good.

STEP 4: Evaluate learning by having students identify new examples and non-examples or by finding or creating new examples.

Distribute the handout, "Post-Test." Explain that for each picture the student is to determine whether a capital good is being illustrated. If the picture illustrates a capital good, the "Yes" is circled. If the picture does not illustrate a capital good, the student circles the "No" response.

Explain to students that other evaluative options to the given post-test are:

a. Present more new example and non-example pictures. Give each student an index card with "Yes" printed on one side and "No" printed on the other side. The teacher presents each picture and directs students to hold up the index card so that their response can be easily checked by the teacher.

    NOTE: This method is often termed the "Every Pupil Response Technique." If the instructor wants to only check students' general understanding and does not need a score or grade for each pupil, this technique proves to be a very efficient method for general evaluation.

b. Have students use newspapers and magazines to identify and cut out a "new" example of the concept.

STEP 5: Refocus student attention on the handout, "A Strategy for Concept Teaching." Ask students to identify those parts of the lesson just demonstrated which correspond to the four model steps of the lesson plan format. Clarify any questions students may have about the strategy itself or its use in planning a concept lesson.

MODEL FOR CONCEPTUALIZING

Basic Preliminary Steps Concept words to be taught: communicating, communication
Attributes: 1. exchange of ideas and/or feelings; 2. requires a sender and a receiver

Model Steps	Content	Questions or Statements
1. Present examples and nonexamples to students, identifying each as an example or nonexample.	Examples for Step 1: 1. 2. 3. Nonexamples for Step 1: 1. 2. 3.	For Model Step 1:
2. Have students identify the major attributes of the concept by comparing examples and nonexamples and define the concept by listing its major attributes.		For Model Step 2:
3. Present more examples and nonexamples and have students identify each as an example or nonexample.	Examples and nonexamples in mixed order for Step 3: 1. 2. 3. 4. 5.	For Model Step 3:
4. Evaluate learning by having students identify new examples and nonexamples or by finding or creating new examples.		For Model Step 4:

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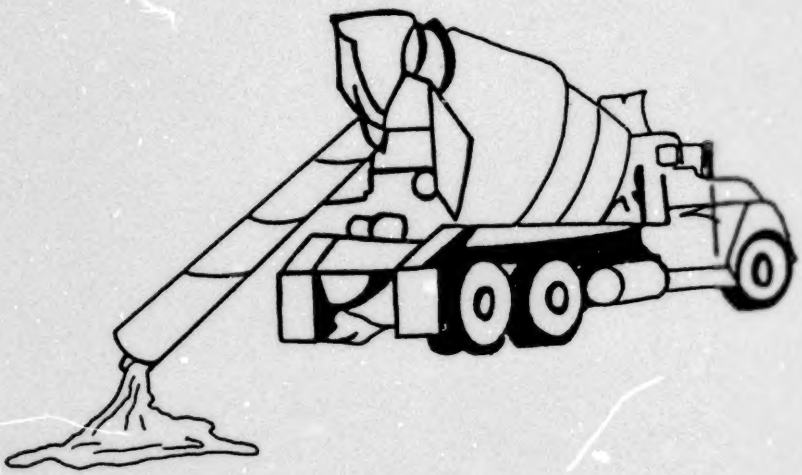
Taken from Watrin, Rita and Elmer D. Williams, Social Science for the Contemporary Classroom: Response Booklet, Silver Burdett Division of General Learning Corporation, 1973, p. 6.

TRANSPARENCY #1

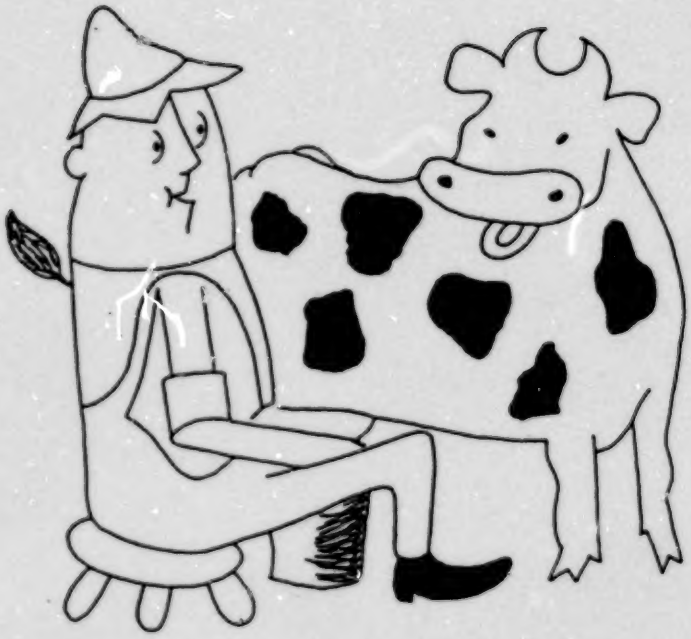
TRANSPARENCY #2

TRANSPARENCY #3

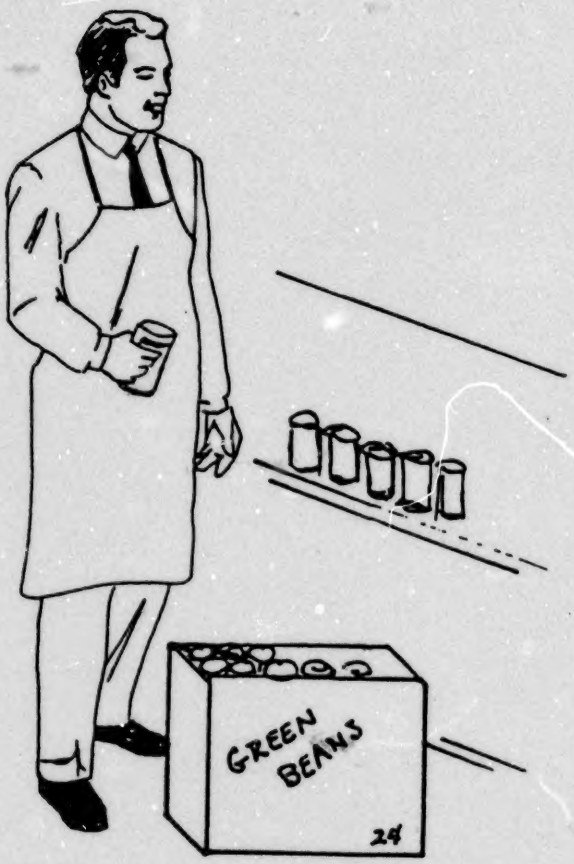


TRANSPARENCY #4

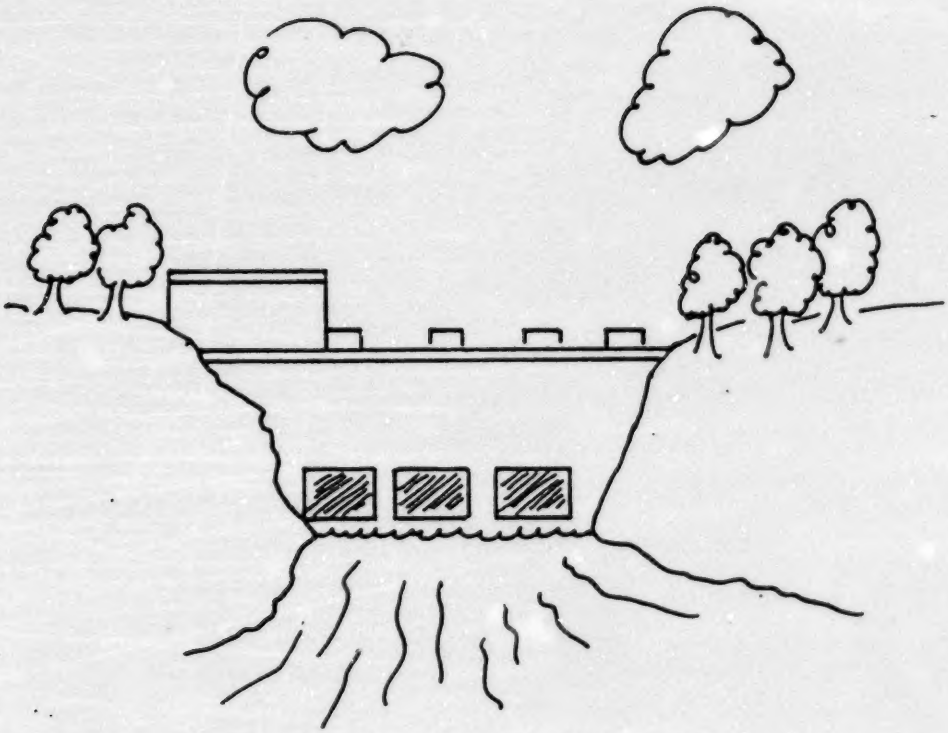
TRANSPARENCY #5



TRANSPARENCY #6



TRANSPARENCY #7



TRANSPARENCY #8

TRANSPARENCY #9

TRANSPARENCY #10

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POST-TEST

1.

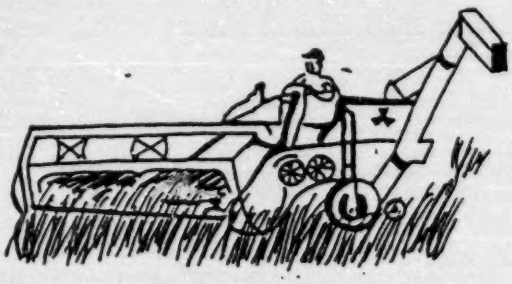
YES

NO

2.

YES

NO

3. 

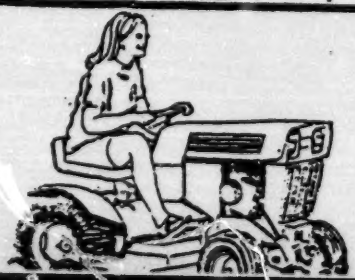
YES

NO

4.

YES

NO

5. 

YES

NO

6.

YES

NO

7.

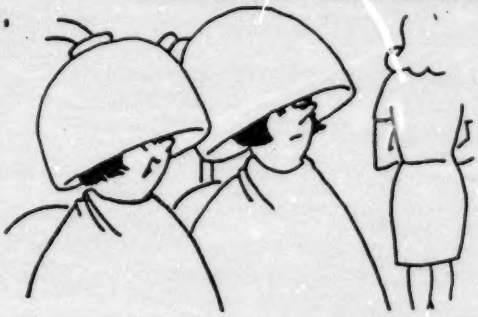
YES

NO

8.

YES

NO

9. 

YES

NO

10.

YES

NO

POST-TEST

1. Woman picking vegetables from garden by hand. YES NO	6. Lumberjack cutting trees with chainsaw. YES NO
2. Man working on highway with jackhammer. YES NO	7. Fish in an aquarium. YES NO
3. Combine harvesting wheat. YES NO	8. Woman at sewing machine making clothes. YES NO
4. Young girl washing clothes by hand. YES NO	9. Beautician setting someone under hairdryer. YES NO
5. Woman cutting lawn with power mower. YES NO	10. Person in a store buying a shirt. YES NO

ANSWER SHEET

POST-TEST

1. Woman picking vegetables from garden by hand. YES (NO)	6. Lumberjack cutting trees with chainsaw. (YES) NO
2. Man working on highway with jackhammer. (YES) NO	7. Fish in an aquarium. YES (NO)
3. Combine harvesting wheat. (YES) NO	8. Woman at sewing machine making clothes. (YES) NO
4. Young girl washing clothes by hand. (If students identify tub as capital good, accept the "yes" response.) YES (NO)	9. Beautician setting someone under hairdryer. (YES) NO
5. Woman cutting lawn with power mower. (YES) NO	10. Person in a store buying a shirt. YES (NO)

PART B

"Increasing Productivity"

PURPOSE: To illustrate the impact of improved capital goods (technology) on the production (output) of finished goods and/or services

To demonstrate the use of inquiry/problem solving in social studies/economics instruction

MATERIALS: Transparency, "Problem Solving"

Individual handouts, "Improving Productivity"

Individual handouts, "Theme Song--Our Economy"

Individual handouts, "Production Verse to Theme Song"

PROCEDURES:

1. In this lesson the methods instructor will be domonstrating the use of inquiry/problem solving techniques in teaching social studies/economics. Discuss with students the importance of improving students' thinking abilities by providing instruction on basic inquiry processes, mentioning such processes as clarifying, inferring, hypothesizing and comparing. Explain that while different educators propose different models for problem solving most of the models have similar basic elements. Display the transparency model of "Problem Solving," and tell students that they will be using these processes as they complete this lesson.
2. Conduct the lesson, "Improving Productivity." (Included in the materials of this instructional block.)
   NOTE: This lesson was developed by a teacher enrolled in a workshop at the University of Georgia Center for Economic Education. The materials included the use of puppets and music. In this lesson "Elmo" is an elephant puppet. The methods instructor may wish to change the story in such a way as to not use a puppet or to use another puppet available from the school's language arts department or curriculum laboratory/library.
3. Following the demonstration of the lesson:
   a. Review how the lesson did (or did not) follow the presented model for problem solving.
   b. Discuss the use of puppetry and music in presenting content and motivating elementary students.
   c. Point out the use of chart/graph construction and interpretation in the lesson. Explain that while the focus of the lesson was on problem solving and its component thinking processes other important social studies goals or skills were purposely incorporated in the lesson. Make the point that good social studies lessons are designed to achieve multiple objectives.
   d. Discuss the importance of "hands-on," experiential activities for young learners.
   e. Have students give other examples of how investing in capital goods can improve productivity (output).
4. Distribute or communicate the assignments listed for this instructional block.

PROBLEM SOLVING

CLARIFYING AND DEFINING THE PROBLEM

RECALLING, GATHERING AND ORGANIZING RELEVANT DATA

FORMULATING AND TESTING HYPOTHESES

DRAWING WARRANTED CONCLUSIONS

TESTING CONCLUSIONS (EVALUATING)

"Improving Productivity"

CONTENT: Output per unit of input is productivity; producers try to achieve high productivity.

OBJECTIVES: Students will:

1. form an hypothesis concerning the most efficient way to complete a production task.
2. participate in different methods of sharpening pencils.
3. identify the capital goods (tools, machines, man-made items) used in the different methods of sharpening the pencils.
4. make a graph comparing the output using the three different methods and decide which method results in the highest productivity (test their hypothesis).

MATERIALS:

Elmo puppet
Elsie picture
Hand-held pencil sharpeners
Crank-style pencil sharpener
Electric pencil sharpener
Ditto sheet, "We Produce"
Ditto sheet of output pencils
Several boxes of unsharpened pencils from the school supply room (Explain that they will be returned, all sharpened!!)

PROCEDURES:

1. Class sings theme song and production verse of theme song along with Elmo puppet.
2. Using the Elmo puppet the teacher relates the following story to the class:

"My little girl, Elsie, has come to me with a problem. Her class is going to sell pencils at the Elephant Fair. The pencils will come in boxes and will, of course, have to be sharpened before they can be sold. However, her teacher has told her that the boxes of pencils won't arrive until an hour before the sale starts and she must work on her productivity in order to get the pencils sharpened. Poor Elsie, she doesn't know what productivity is. Do you? Would you like for me to tell you about productivity?

Well, this is what I told Elsie. "You see, Elsie, you have to decide how you can get the most pencils sharpened in the small amount of time you have. You must decide how you will get the most pencils sharpened, which is called your output, with the limited resources of your labor and time, which is called your input. This input of labor and time, compared to your output of pencils, is your productivity. Your teacher wants you to have a high productivity. This means that it's important that you sharpen as many pencils as you can in the short time you have before the sale begins."

"Just think about it, Elsie...What are the different ways you can sharpen the pencils? Then which way would you use to sharpen the most pencils in the time you have?"

3. Ask the class to relate some different ways that Elsie might sharpen her pencils. If students need assistance ask, "What different machines or tools can you think of that are used in the making of sharpened pencils?"

4. Ask students to hypothesize as to which method will result in the greatest productivity, that is, the greatest number of sharpened pencils in a given period of time.

5. Give everyone in the class except two students a hand-held, small dimestore pencil sharpener. One of the other two students is assigned to use a crank-style pencil sharpener (you probably have one on your classroom wall) and the last student is assigned to use an electric pencil sharpener.

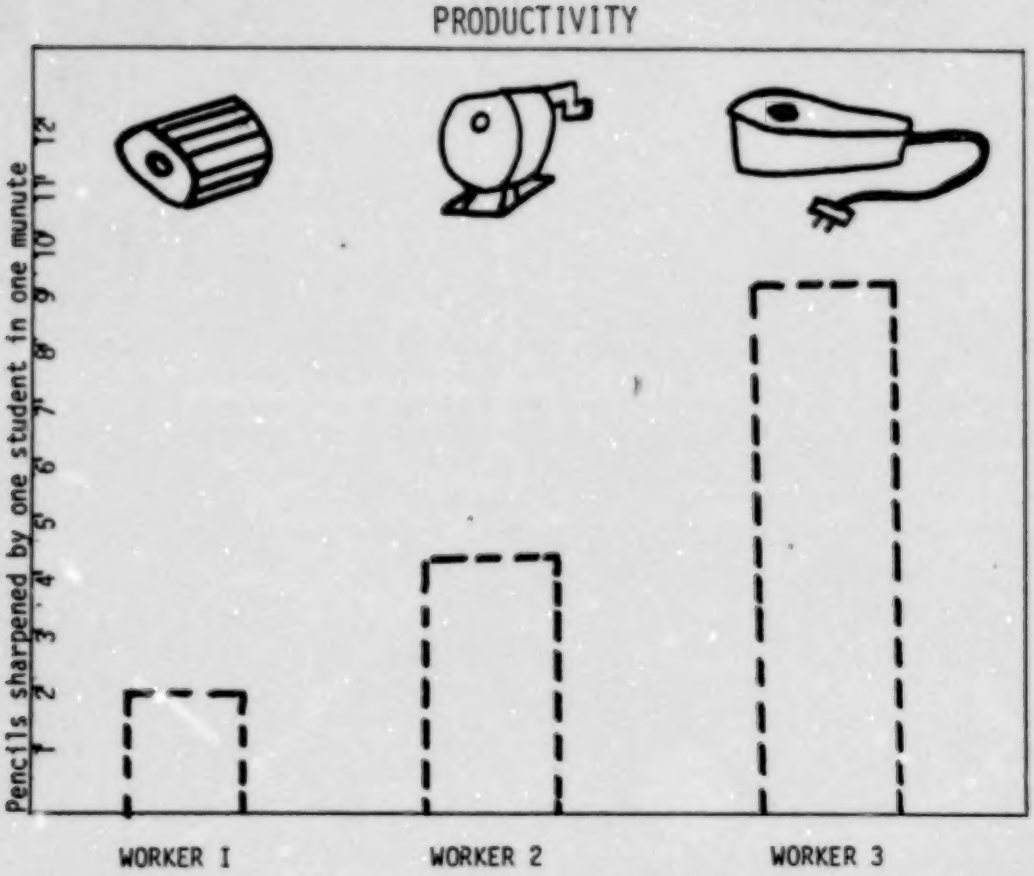
   NOTE: If you can not get enough hand-held pencil sharpeners, you may wish to have only one student sharpen with that tool. If you elect this option, you should have all three sharpeners come to the front of the room and work at tables so the rest of the class can observe their work and see what happens during production.

6. Give each of the students sharpening with hand-held machines several pencils. Give the students using the crank machine and the electric machine a box of pencils. The number of pencils given to each student is not critical; however, you must be sure everyone has enough pencils that they do not run out of work to do in the given time period.

7. Allow one minute for the sharpening of pencils. After the time is up, each person reports the number of pencils he or she has sharpened.

8. The teacher explains that productivity is the amount of work a person can do in a given amount of time (in this case, one munute) with given resources (in this case, all the pencils one can sharpen and labor). Therefore, the people who sharpened pencils with hand-held sharpeners can not add up all the pencils they sharpened. Instead, the teacher helps the class determine what an average worker could do in the given time period.

9. The teacher makes a graph on the chalkboard showing the output (productivity) of each type of worker. The teacher explains that what is being recorded on the graph is the number of pencils a single student can sharpen with the different types of machines. (Group I - hand-held sharpeners; Group II - crank-style sharpener; Group III - electric sharpener) See example of graph on the next page.



10. Ask students to determine which method of production resulted in the highest productivity, that is, "Which way should Elsie sharpen her pencils for the Elephant Fair?" Help students draw the relationship between the capital good used in production and the level of productivity. Introduce the word, "capital good" to the class by writing the word on the board with its definition, "man-made machines or tools used in the production of goods or services." Ask students to give other examples of instances when capital goods have resulted in high productivity. (Examples might include machines a mother uses in the kitchen or tools father or mother use on the job.)

    This idea can be made clearer by comparing the production of specific goods or services today to how those goods or services were produced before the invention of special machines.

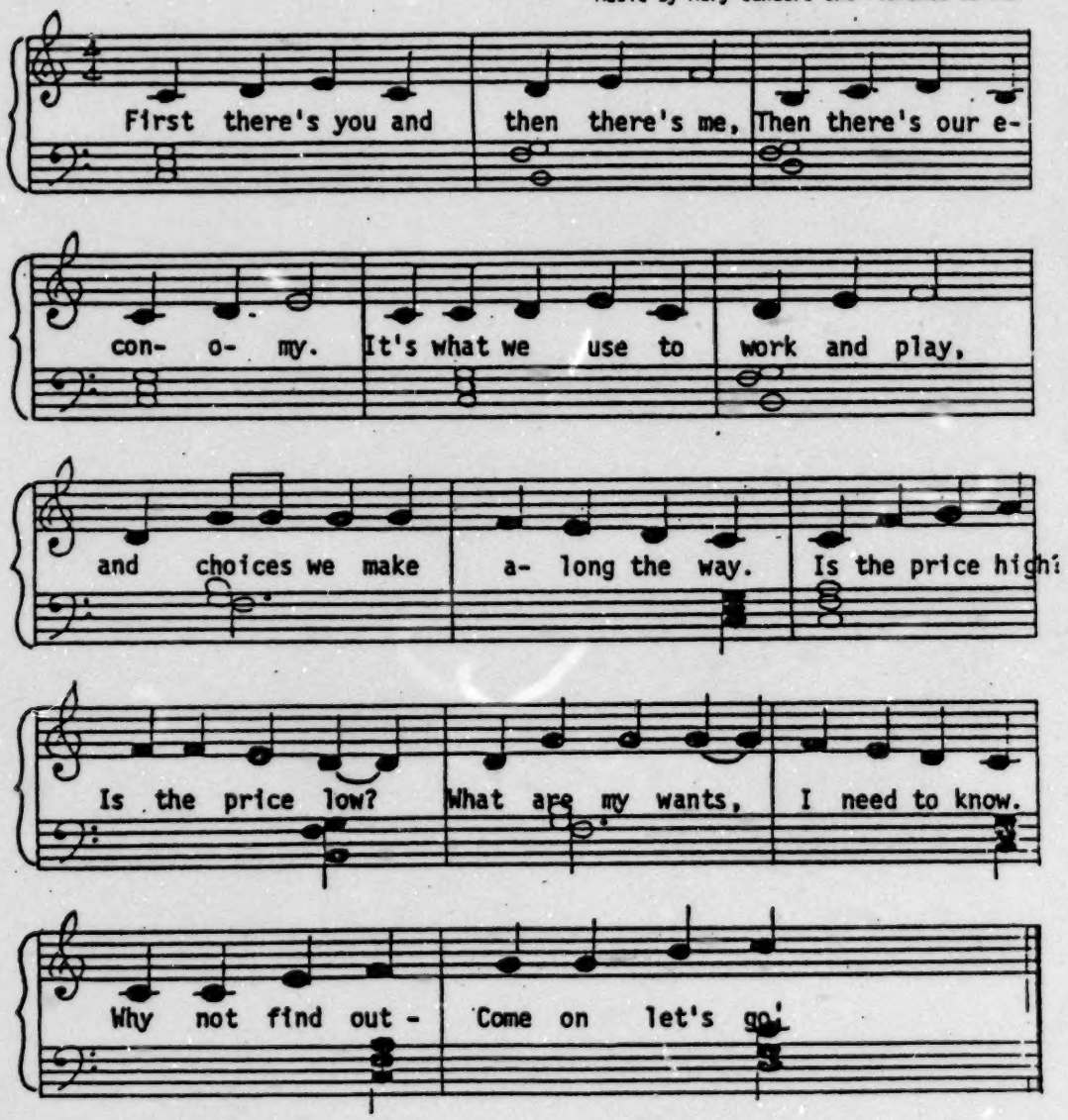
11. For reinforcement, have students complete the ditto worksheet, "We Produce." Along with the ditto, each student is given a sheet of the "output" pencils. The task is to cut out and glue or paste the correct number of pencils under the arm of each worker. Students use the results of their earlier experiment to do this. After worksheets have been completed, the teacher asks the class to go back to their earliest hypothesis or guess at the beginning of the lesson as to which method of sharpening the pencils they had originally thought would be the best. Were they correct? Tell the class that

sometimes when people only have an idea about something and have no proof, they conduct an experiment, such as the class did today, to find out if their idea was correct.

THEME SONG

OUR ECONOMY

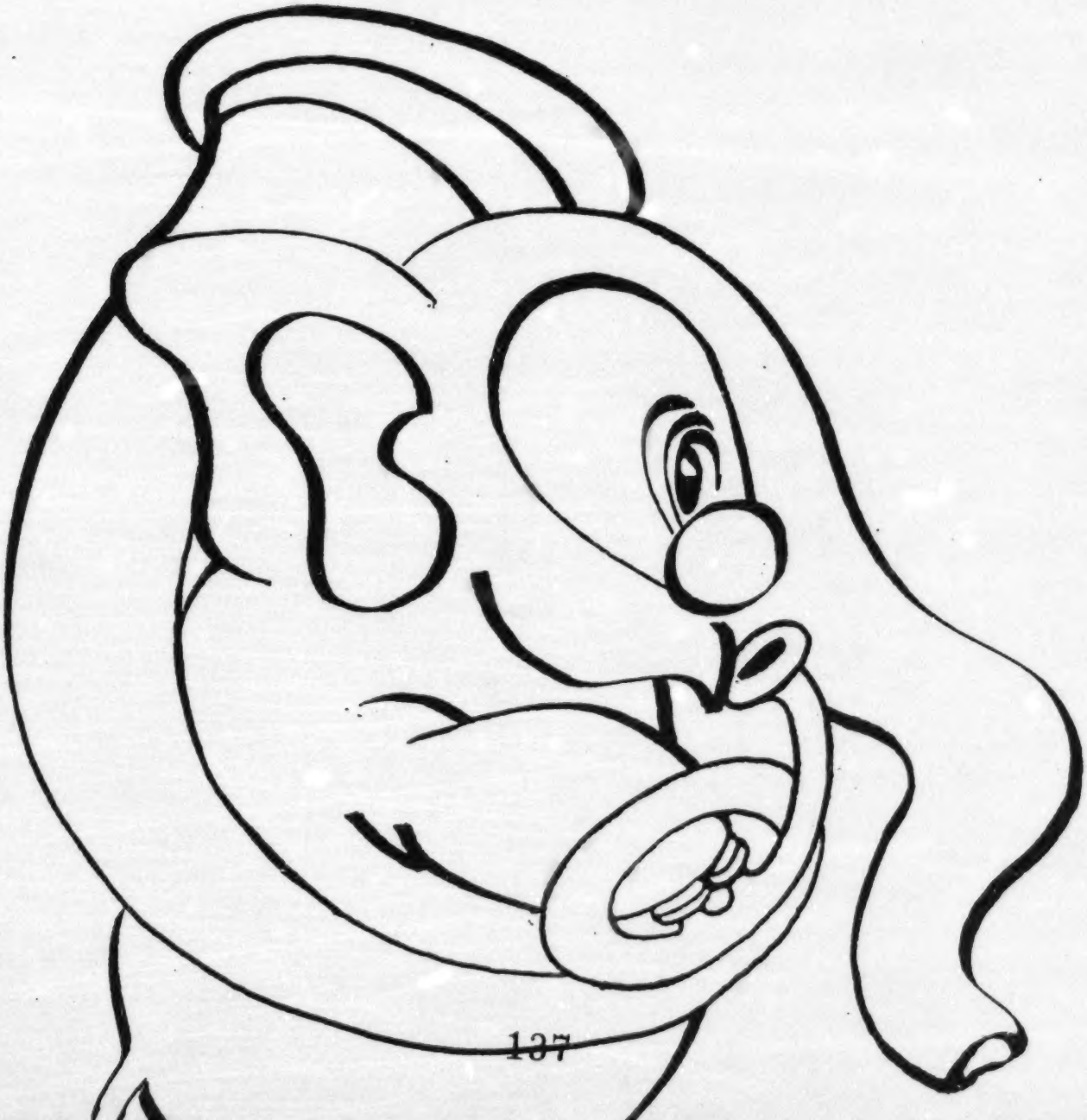
Words by Florence Gorham
Music by Mary Sanders and Florence Gorham


First there's you and then there's me, Then there's our e-
con- o- my. It's what we use to work and play,
and choices we make a- long the way. Is the price high
Is the price low? What are my wants, I need to know.
Why not find out - Come on let's go!

PRODUCTION VERSE TO THEME SONG

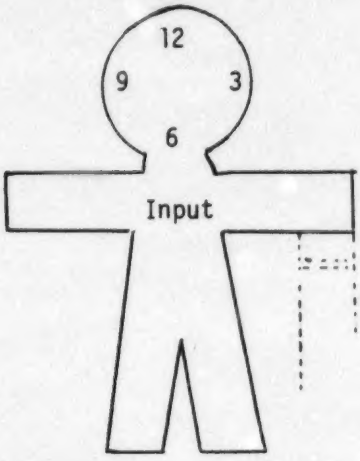
Before my wants can be supplied,
People must make the goods with pride.
They use land, labor, capital too,
To produce the goods for me and you.

It's a function -
We call production.
What is production, I need to know,
Why not find out - come on, let's go!

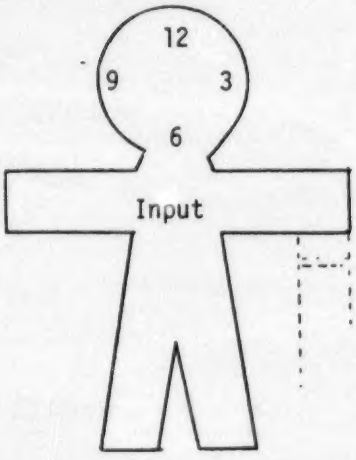


WE PRODUCE

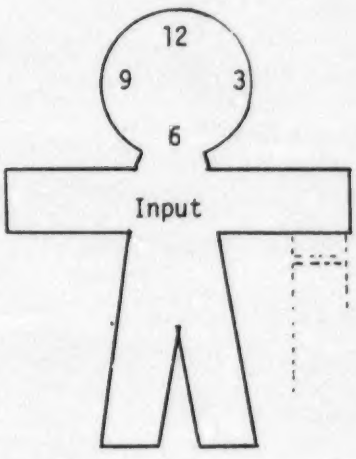
Worker Using Hand-Held Sharpener

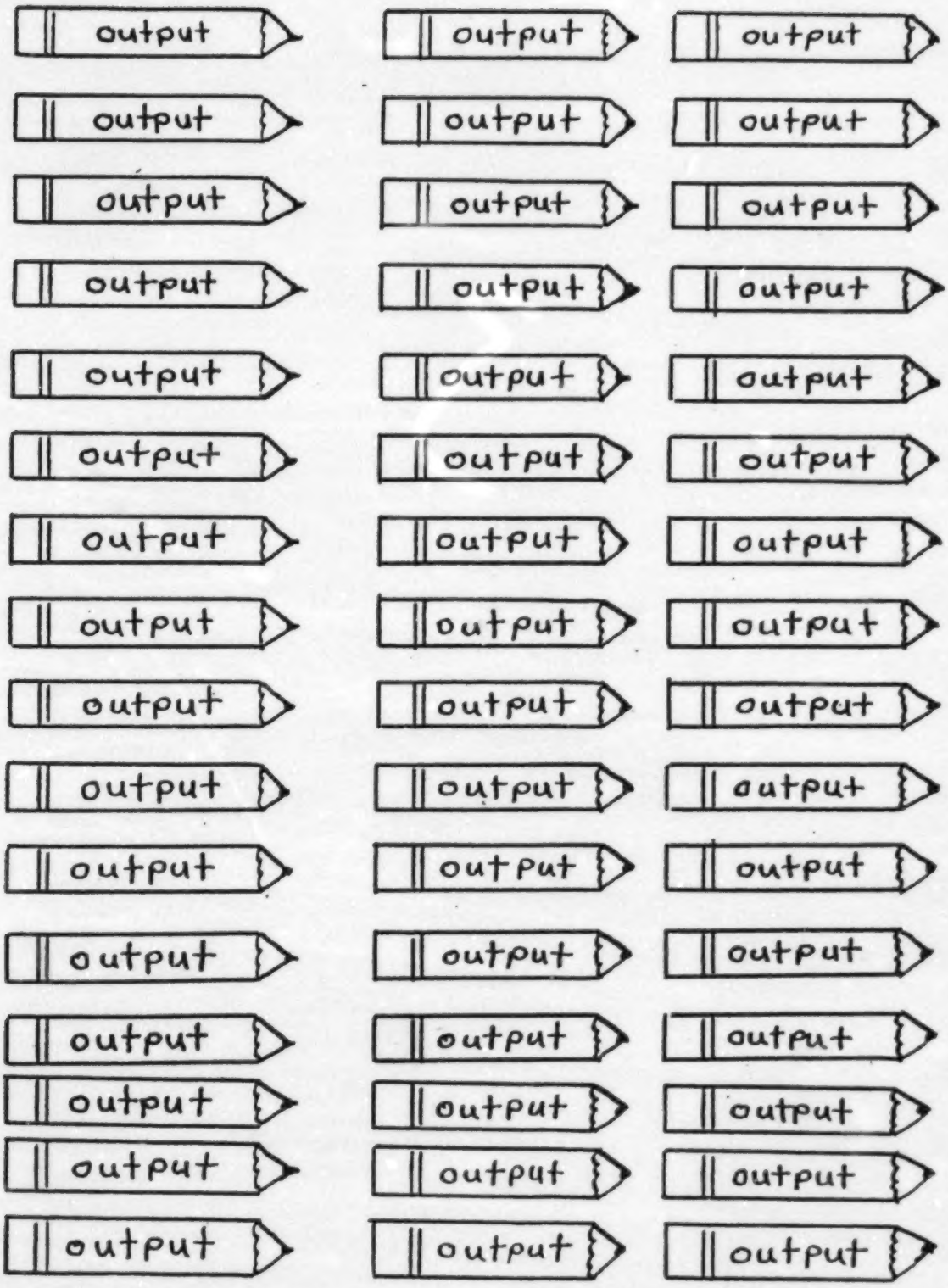


Worker Using Wall Sharpener



Worker Using Electric Sharpener




output
output
output

ASSIGNMENTS FOR INSTRUCTIONAL BLOCK 4

1. Read pages 25-35 of Introducing Economics.

2. Examine the section(s) of the methods textbook dealing with problem solving and thinking processes.

3. Develop a lesson plan to teach an economic concept to a group of elementary school students (grade level of your choice). Use the strategy provided in this instructional block.

INSTRUCTIONAL BLOCK 5

"Money and Government"

In this segment of instruction students will:

1. identify three functions of money.
2. use criteria to evaluate various items concerning their desirability as "money."
3. compose a situation related to one of the functions of money for use with elementary school students.
4. understand that government(s), like individuals, must make decisions (choices) as to how scarce resources will be used.
5. rank various government spending proposals and become more aware of how their individual values affect the choices they make.

PART A

"What is 'Good' Money?"

PURPOSE: To develop an understanding of functions and qualities of money

MATERIALS: Transparency, "Functions of Money"
Individual handouts, "Which Is Best?"
Individual handouts of the story, "A Fair Trade?"
Individual handouts, "Create a Situation/Story"

PROCEDURES:

1. Begin the lesson by asking the class to imagine that Merlin the Magician has cast a spell on the whole country and made all our money (as we now know it) disappear. Ask, "What do you think would happen?" Encourage students to describe orally how they would get food, clothing, etc. Introduce and define the term, "barter economy."

2. Distribute the handout worksheet, "Which Is Best?" Project the transparency, "Functions of Money," beginning by showing only the section, "Medium of Exchange." Ask students to read the two parts of this section and explain which section illustrates a more efficient medium of exchange. Ask, "Why is a horse not a good medium of exchange?" Direct attention to the first section of the handout,"Which Is Best?" Ask for a volunteer to read the written information presented in the first section. Then for each quality given, ask class members to give examples of items which would not serve as a good medium of exchange because they lack this necessary quality. Have students complete the rating exercise and discuss their choice(s).

   Project the section of the transparency, "Measure of Value." Using the handout information, analyze this function of money in the same manner as suggested above.

   Project the section of the transparency, "Store of Value," and proceed as with the first two functions of money.

3. Tell the class that a technique which often works quite well with young children is the presentation of stories describing events or happenings which focus on criteria, qualities, or rules learned earlier. Read the story, "A Fair Trade?" and have students respond to the following questions.

   a. What happened in the story?
   b. What characteristic or quality of money did Elsie not understand?
   c. In this story which was a better form of money, shiny rocks or flowers?
   d. Was the trade between Elsie and Eddy fair? Why or why not?

4. Distribute individual handouts, "Create a Situation/Story," and direct each student to create a situation story similar to "A Fair Trade?" Explain that the story should describe a situation where a quality related to one of the functions of money has not been considered. Encourage students to

a. be creative.
b. conclude the situation with an open-ended question.

Allow approximately 10-15 minutes for preparation of situations/stories.

5. Students present individually the situations they have created. For each presentation the class is to (a) determine which characteristic(s) and quality(ies) of money have not been adequately met and (b) if possible, suggest ways in which the situation/story could be improved.

6. Think of situations related to concepts presented in prior instructional blocks which lend themselves to storytelling. Encourage students to identify some situations which describe illogical events/happenings such as the following:

   a. scarcity - Mr. Smith has 25 students in his first grade class. Today the principal brought 35 boxes of new crayons to the room. The class members fought over who would get a box of new crayons.

   b. human capital - Ms. Johnson's new secretary is great at answering the telephone but cannot type accurately or quickly. Ms. Johnson decided to send him to a workshop on how to repair typewriters.

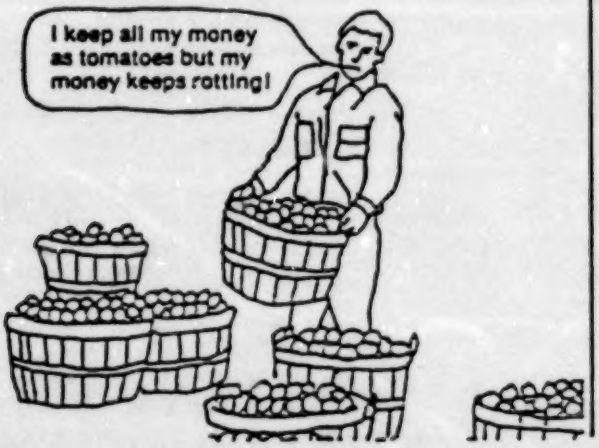
BEST COPY AVAILABLE

Functions of Money

Medium of Exchange

Measure of Value

Store of Value



From Money, Banking, and the Federal Reserve System: An Instructional Unit, The Federal Reserve Bank of Minneapolis, 1979.

WHICH IS BEST?[1]

I. MEDIUM OF EXCHANGE

An effective medium of exchange must have certain qualities. These qualities include (1) durability, (2) ease in carrying, (3) divisibility, (4) uniformity (e.g., one dollar bill is identical to another bill) and (5) relative scarcity. Some of the items below may lack these qualities, while other items may vary in the degree to which they have them.

Using the necessary qualities listed above as criteria, choose the one item which you think would serve as the best medium of exchange. In the chart rank the quality of each item as either high, medium or low (e.g., a nail is more portable than a thimble and a thimble is more portable than a pail). Justify your decision by noting the qualities the item you choose possesses.

	Durable	Easy to Carry	Divisible	Uniform	Relatively Scarce
metal nails					
metal cups					
metal pails					

Item selected _____

Qualities of this item (in the chart, rank each quality as high, medium or low):

II. MEASURE OF VALUE

One of the important functions of money is to serve as a measure of value (sometimes called unit of account). This function of money allows commodities to be compared by expressing all of their values in terms of a common denominator (money prices). In this way we can compare the market values of different commodities (something that has a price of $5 has five times the market value of something that has a price of $1) and we can add the market values of different commodities (One ton coal [$40] plus one gallon of gas [70 cents] plus one yard of cloth [$3] equals a market value of $43.70). For an item to serve effectively as a unit of account it must have two important characteristics: uniformity and divisibility. Many of the items below do not completely satisfy these criteria. Decide which item would best serve as a measure of value.

[1]Modified from materials in Instructional Materials in Economic Education (Grades 4-6), Iowa Council on Economic Education, The University of Iowa, Iowa City, Iowa, 1981, pp. 97-99.

	Uniformity	Divisibility
cows		
coal		
bottle of coke		

Item selected_____

Qualities of this item (in the chart, rank each quality as high, medium or low):

III. STORE OF VALUE

Today people use money and other things such as gold to store personal wealth. For example, a child might use a piggy bank to store money. The child's parents might hold their wealth in a savings account or a piece of land. A number of factors determine whether you hold your wealth in the form of money or not. If you were to hold some or all of your wealth in the form of money, you would look for the following qualities in any item serving as money: (1) durability and (2) ability of the item to retain its value over time, or stability. Use these criteria to determine which item below would best serve as a store of value.

	Durable	Stable Value
horseshoes		
ice cream		
water in a swimming pool		

Items selected_____

Qualities of this item (in the chart, rank each quality as high, medium or low):

A FAIR TRADE?

One day as Eddy, Elsie and Elmo were walking down a path to the watering hole, Eddy found a small bunch of yellow flowers behind a tree. He decided to pick them so he could enjoy them at home. Elsie really admired them and kept thinking how lovely they would look in her room.

While playing in the water, Elsie kept feeling something under her feet. After a few minutes she put her trunk in the water to see what it was. When it came up she had seven shiny, smooth rocks. Eddy and I thought they were pretty special too!

When it began to get dark we decided we had better get home. Eddy picked up his bunch of flowers and Elsie her smooth rocks and we were on our way.

When we got home and Elsie saw how pretty the yellow flowers Eddy had picked looked on his dresser, she decided she wanted some of those flowers for herself. When she asked Eddy for some of his flowers, he refused. He said, "Go pick your own!"

"But there are no more," said Elsie, "you picked them all."

"Well, what will you give me, then, for my flowers?" asked Eddy.

Then Elsie remembered how impressed Eddy was with her shiny, smooth rocks. At that moment she said, "Wait right here Eddy, I've got something I know you'll want." She soon returned with all her seven rocks. I'll give you some of my rocks for your flowers."

"How many rocks will you give me?" asked Eddy.

"Two," replied Elsie.

"I'll only trade my flowers for five rocks," said Eddy.

Elsie screamed, "That's not fair!! Your flowers aren't worth five rocks."

"O.K," said Eddy, "I'll swap my flowers for three rocks." Elsie was very happy and made the trade.

They were both very proud of their trade. Eddy showed all his friends his new smooth rocks. Elsie invited some of her friends over to her house to admire her flowers. Her best friend Milly didn't get to come over until after four days had passed because she had been on vacation with her family. By the time Millie got to Elsie's house to see the flowers, they were drooped over and brown. Milly said with amazement, "Is this what you wanted me to see, Elsie?"

"Why, yes," replied Elsie, "they were much prettier four days ago,"

"Well, you don't have anything now to show for those three rocks you gave up," said Milly.

"I know," cried Elsie.

Milly, trying to make Elsie happier said, "Well, don't cry about it, Elsie, that won't help. Let's just go ask your brother Eddy for your rocks back. After all, he is your brother and he should understand."

Milly gave Elsie a tissue to dry her eyes and they started outside to go talk to Eddy. When they got there, he and two friends were playing a game with the rocks. Milly said, "Go ahead, Elsie, ask him."

"Eddy," Elsie cried out, "you know those yellow flowers I traded you for three of my shiny, smooth rocks?"

"Yes," replied Eddy.

"Well," Elsie continued, "the flowers died and now I want my rocks back."

"Are you crazy?" yelled Eddy. "That was a fair trade, I can't help it that your dumb old flowers died. That's your problem. You should have thought about that before you traded. A deal is a deal. Maybe next time you'll think before you make a trade."

CREATE A SITUATION/STORY

Characteristic of Money: _____

Quality or Criteria: _____

Situation/Story:

PART B

"How Would You Spend the Money?"

PURPOSE: To demonstrate that government(s), like individuals, must make choices concerning the allocation of scarce resources

To illustrate how individual values relate to decision-making

MATERIALS: Individual handouts, "How Would You Spend the Money?"

Piece of poster board

1" squares of colored construction paper (one square per student)

Masking tape and felt markers

PROCEDURES:

1. Discuss scarcity and choice-making as it relates to individuals wants. Explain that governments also face problems of scarcity and choice making. Have students identify some common choices (e.g., welfare programs versus defense spending programs), face by local, state and/or national governments.
2. Ask, "Where do governments get the resources (money) to pay for the goods and services they provide?" Then make a chalkboard listing of items provided by governments rather than by individuals.

   NOTE: The instructor may wish to introduce, define and give examples of the concept, "public goods/services" at this point.
3. Relate the following situation to the class.

   Boomtown, a small city which has been doing quite well in recent years, has just received good news from the state treasury. The state in which Boomtown is located has a sales tax of 3¢ on every dollar of sales. In addition Boomtown has a local sales tax of 1¢ on every dollar of sales. Both taxes, after collection, are sent to the state treasury. The state treasury then returns the local sales tax monies to Boomtown. The goods news from the state treasury is that Boomtown will be receiving $100,000 more in local sales tax than it had expected.

   The city council must now decide how to allocate these unexpected monies. At the last city council meeting four proposals were suggested and each received favorable support from all council members. Each suggestion is good but the council can only choose one because the cost of funding each proposal is exactly the same - $100,000 - just the amount of "extra" money the city will receive.

   The four proposals for spending the money are as follows.

   1) Buying new playground equipment for each of the city parks. It has been several years since playgroun equipment has been purchased. Much of the present equipment is old and needs repair. Many parents have complained to council members about the old equipment. Some have been afraid that children might be hurt usin equipment that is dangerous.

2) Repaving two of the city's major streets - The two main streets coming into the city have many potholes caused by last winter's bad weather. Citizens have complained that the poor streets have caused their cars to need repair. Truckers bringing goods to the city's stores have also complained about the roads.

3) Starting a program to attract new industries to the city - Boomtown is a great place to live; nearly all the people have jobs. However, since Boomtown is a good place to live, people have started to move to the city in great numbers. The city council knows of several companies which have expressed interest in Boomtown as a possible location for a new factory. New factories would mean many new jobs. The council knows, however, that it would need to hire people and start a program to convince these companies that Boomtown is the best place for their new factories.

4) Purchasing books for the public library - Three years ago Boomtown built a beautiful new public library. While the building is great, it has been several years since money has been spent on new books and other materials. Several people have told council members that they can not get the books they would like to read from the public library.

Council members see good points about each of the four proposals. They have decided to ask the people of Boomtown to express their feelings about these programs. Only one program can be carried out; what is your choice?

4. Have students identify the problem faced by the Boomtown City Council. Distribute handouts of "How Would You Spend the Money?" Write the four proposals across the top of the chalkboard. For each proposal have students identify potential positive and/or negative consequences. Write key student responses under appropriate headings. Then, for each suggestion, ask students to determine who (which citizens) would most benefit if that program is chosen.

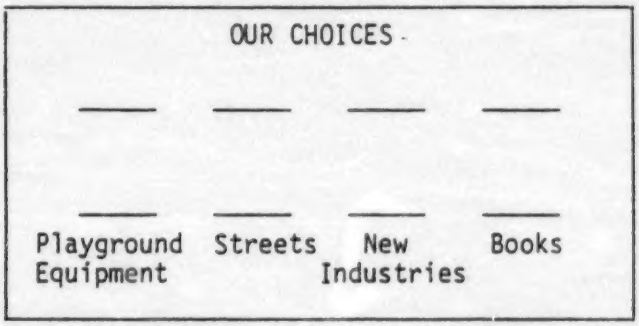
   Ask students to rank 1-4 (1 = the program they would most like to see carried out, 2= the second choice, etc.) the four proposals. Direct students to write their rankings using only the underlined words of each proposal.

5. Tell students to stand at the chalkboard in front (in a line perpendicular to the board) of the program that was their first choice. Have students observe the diversity of people's choices. Ask students to identify the opportunity cost of their decisions. Reinforce the fact that the opportunity cost in this case is not that of giving up all of the other three programs, but is the next best alternative/choice foregone, i.e., the second choice. Ask students, "Why did people select different programs as their first choice?" Bring out the fact that people obviously value, or place higher priority, on different things.

Point out to methods students the potential value of a "human graph" in helping children understand the meaning and construction of a graph.

6. Erase the chalkboard and write the numbers 1, 2, 3 and 4 across it. Ask students to stand in front of the "vote" or placing they gave to "playground equipment." Again ask students to explain why they did not agree. Have students stand in front of the vote or place they gave to the other three programs and ask additional questions to reinforce the fact that people have different values.

7. Present a partially completed bar graph as illustrated below. (The vertical columns are made by folding masking tape, sticky side out, and placing the strips of tape on the poster board.)



Give each student a 1" square of colored construction paper and direct students, two at a time, to come to the graph and stick their square on the column representing their first choice of how the city council should spend the additional $100,000.

After the students have added their markers to the graph, ask them to make some general statements about what the graph shows; e.g.,

a. "What program did most students choose?" Give reasons.
b. "Did all people want the same thing?" "Why or why not?"
c. "Why did you make your choice?"

Ask students questions designed to clarify how personal values influence our choices.

8. Conclude the lesson by distributing or orally communicating assignments given for this instructional block.

HOW WOULD YOU SPEND THE MONEY?

NEW PLAYGROUND EQUIPMENT FOR THE CITY PARKS (COST = $100,000)

REPAVING TWO OF THE CITY'S MAJOR STREETS (COST = $100,000)

STARTING A PROGRAM TO ATTRACT NEW INDUSTRIES TO THE CITY (COST = $100,000)

BOOKS FOR THE PUBLIC LIBRARY (COST = $100,000)

- -

MY RANKINGS

1.

2.

3.

4.

ASSIGNMENTS FOR INSTRUCTIONAL BLOCK 5

1. Study pages 36-51 of Introducing Economics.

2. Examine the section of the social studies methods textbook dealing with values and/or teaching the valuing process.

INSTRUCTIONAL BLOCK 6

"Classroom Economics Instruction -
Sources of Assistance"

In this segment of instruction students will:

1. identify sources of human and material assistance for classroom teachers interested in including economic education in the school curriculum.

2. describe the services provided to classroom teachers by their state's Council on Economic Education and/or collegiate Centers for Economic Education affiliated with their state council.

3. evaluate the instruction in economic education conducted through the use of this module.

PART A

"Councils and Centers for Economic Education -
A Source of Assistance for the Classroom Teacher"

PURPOSE: To acquaint students with the services and materials which are provided to classroom teachers by their state council on economic education and/or their local collegiate center(s) for economic education.

MATERIALS: Resource person from your state's council or nearest collegiate center.

Individual copies of the final evaluation form, "Evaluation of Economic Education Module of Instruction"

PROCEDURES: 1. In advance of this lesson make arrangements for the required resource person. If you need assistance in identifying an appropriate person for your state or local area, contact:

Mr. Tony Suglia
Director, Affiliated Councils and Centers Division
Joint Council on Economic Education
2 Park Avenue
New York, New York 10016
(212) 685-5499

When making arrangements for the classroom visitation, describe what you have been undertaking with your methods class and explain that all too often undergraduate teacher education majors leave the campus unaware of the many potential sources of instructional assistance available to teachers after they have graduated.

Tell the resource person that you would like him/her to:

a. describe the functions of the Joint Council on Economic Education and his/her state and/or local operation.
b. explain services provided to the classroom teacher by the state council and/or nearest center for economic education.
c. describe the array of instructional materials available for classroom use through the state council and/or nearest center.
d. explain the procedure for using services and materials of the organization.
e. demonstrate any special materials appropriate for the elementary school which you have not presented through this module. (This can be determined when you make arrangements for the visitation.)
f. identify other organizations in the state and/or local area which can provide services to classroom teachers interested in economic education.
g. provide a handout which includes the addresses, telephone numbers and directors' names for the state council and its affiliated centers.

2. Following a presentation of approximately 25-30 minutes duration, allow for a general question-answer period during which the resource person and the students can interact and clarify individual questions/comments.
3. Be sure that students have the addresses and telephone numbers for the state council and its affiliated centers. (If so instructed, the resource person will provide this information in handout form.)
4. Explain that this lesson concludes the module of instruction in economic education. Distribute the final evaluation form, "Evaluation of Economic Education Module of Instruction," and ask students to complete it anonymously before leaving class. Explain that data derived from the evaluation form will be used only in the revision and improvement of the module of instruction.

PART B

EVALUATION OF ECONOMIC EDUCATION MODULE OF INSTRUCTION

Directions: In rating the following items, use the following scale:

5 = outstanding
4 = good
3 = acceptable
2 = poor
1 = very poor

1. Quality of the printed economic education materials suggested in the modules (e.g., Introducing Economics)	5	4	3	2	1
2. Classroom handouts	5	4	3	2	1
3. Involvement of class members	5	4	3	2	1
4. Economic content learned through the module	5	4	3	2	1
5. Extent to which instruction and materials can be used in your own classroom teaching	5	4	3	2	1
6. Degree of interest you now have in including economics instruction in your classroom teaching	5	4	3	2	1
7. Degree to which module instruction made you aware of new teaching strategies and techniques	5	4	3	2	1
8. Appropriateness of module instruction to what you think you will be able to do in the actual classroom	5	4	3	2	1
9. Responsiveness of instructor to views and opinions of class members	5	4	3	2	1
10. Overall rating of the module of instruction in economic education	5	4	3	2	1

Directions: Write short responses to the following three questions.

1. What were the best features of this module of instruction?

2. What were the weakest features of this module of instruction?

3. What changes would you recommend for the improvement of this module of instruction?

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